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CONTENTS

Cover Photograph <i>"Old School," Friedensau Missionary Seminary</i>	
The Workers Needed—Guest Editorial <i>By W. P. Bradley</i>	Page 3
Activities of the Department of Education	4
Elementary Schools, North American Division: 1946-1950 <i>By George M. Mathews</i>	8
The Academies of North America <i>By L. R. Rasmussen</i>	11
The North American Colleges <i>By Keld J. Reynolds</i>	14
Educational Progress in the World Divisions and Detached Union Conferences	17
A Few of Many New School Buildings Overseas: Photographs	19
"Quiet! Genius at Work!" <i>By W. Homer Teesdale</i>	23
For a Better-trained Ministry <i>By D. E. Rebok</i>	24
Spiritual and Medical Training Combined <i>By George T. Harding, M.D.</i>	26
The Fact Is—	28
Christian Education Pays: Charts	28
More Facts	29
"By Their Fruits"	30
School News	34

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THE WORKERS NEEDED—Guest Editorial

OUR educators can make their greatest contribution to the edifying of the church and the finishing of the work if they will send students from the schools who have spiritual fitness, who are healthy, who themselves are intelligent thinkers, who are highly trained, and who are socially integrated in the true Christian sense.

I shall always list spiritual fitness as the first quality to be sought in the prospective worker. He must possess a radiant Christian personality based on a valid inner experience. His life must be God-centered in that he has implicit faith in the goodness of God and the plans of God. His life pattern must include consistent, effectual prayer, and his thinking must be nourished by the Word of God. This spiritual fitness is the *sine qua non* of all the desirable qualifications. It is the supreme answer to today's needs.

I feel like putting the health qualification second, because we are seeing so many tragic examples of how the physical and mental powers give way under the terrific pressure of modern living. Yet this movement was nurtured in a tradition and with a wealth of guidance that should have made us foremost in teaching and practicing the principles that result in good health. Let us ask ourselves whether our schools are doing all they can to make the students intelligently health conscious, to provide them with dependable health habits, to cause them to conserve and even improve the health with which God has endowed them.

It is not easy to get students into the habit of thinking. It is so much easier to imitate than to think. I suppose there is no known method of mass-producing thinkers. Nevertheless, they are needed in the home conferences, in the distant mission stations, in the churches, every-

where—workers who will work out the best solution to the problem at hand, without always waiting to be told how to do it.

The trend toward specific lines of training with particular responsibilities in mind is important and should be further encouraged. The prospective worker at home or abroad should be more than a good, well-intentioned brother or sister. He should know the rudiments of his craft, and the more realistic and practical his training, the more quickly he makes the adaptation in the work on the field.

If the student is to become socially integrated, then the school where he is trained must be community conscious. The school must cultivate in the mind of the student an awareness of people and of their needs, and teach him how to make friendly Christian contacts with them. Too many of the youth coming from the sheltered environment of our schools retain a certain timidity or aloofness or even an unreality in their contacts with persons not of our faith. Here we need to follow the pattern of Christ, who was in but not of the world; who mingled easily with people of all classes; who made the study of people a divine science; who was equally at home when He expounded the Scriptures in the place of worship or when He was dealing with the personal needs of individuals in their homes or places of business, or by the wayside.

I am confident of this: Because of their merits and the blessings of God, and in spite of their faults, our schools are the one safe educational refuge for the children and youth of our homes and churches.

W.P. Bradley

Activities of the Department of Education

THE past four years have been a period of great activity in the educational work of the denomination throughout the world. It has been the postwar period in most areas, with attendant problems of reconstruction of plant, personnel, and organization. In some parts of the world war and devastation have continued, necessitating costly replacement and reorganization, and requiring more than the usual amount of overseas travel. Most of the administrative units of the world field have been visited by the General Conference members of the department in an effort to assist those fields in their problems of reorganization or restoration. Because of the problems caused by long isolation, some fields have had to be visited repeatedly. Division and sectional educational councils have been held, with good results, sometimes so timed that General Conference members of the department could be present. It is a pleasure to report that in all parts of the world from which we are able to get returns, the reports are encouraging and tell of an expanding and developing work, with more and more nationals trained for educational leadership. Acknowledgment is here made of the strong leadership given by division, union, and field educational leaders, and by the school administrators throughout the world, and of the faithful work of the thousands of consecrated and competent teachers upon whom, humanly speaking, the educational structure rests.

The department has given assistance to the overseas fields in many ways besides visiting them and helping with conventions and councils. A working policy has been developed and circulated, and with this as a model several of the divisions have improved their educational organization, building work-

ing policies adapted to their own needs. The department has served as a clearinghouse of information on such matters as standards for teacher training and certification, and the organization of curricula to implement the aims of Christian education, to meet the needs of the field and to conform in general structure to national patterns. Due to the great dearth of educational material from the writings of Mrs. E. G. White in languages other than English, the department, with the help and approval of the trustees of the Ellen G. White Publications, has prepared and sent to our educational leaders throughout the world a compilation from the principal published writings of the Spirit of prophecy, classified according to subject, for each field to use or translate into the languages where it is needed.

Anticipating that the postwar period would see a considerable influx of overseas students to the Adventist colleges of the North American Division, these colleges adopted uniform application and admission procedures, and accepted a common application form, which the department supplied to overseas leaders. At the same time the colleges were encouraged to adopt uniform bursary and missionary-discount policies, and uniform evaluation of foreign credits. To assist with the latter, the department has undertaken to prepare reports on the school systems of the principal nations of the world where we have educational work. To date we have sent to the colleges and to educational administrators overseas such analytical reports of the official educational systems of thirty-five nations, and of the Adventist educational structure in twenty-one countries.

During the past winter 474 students from 61 other lands or their dependencies have attended the colleges of the

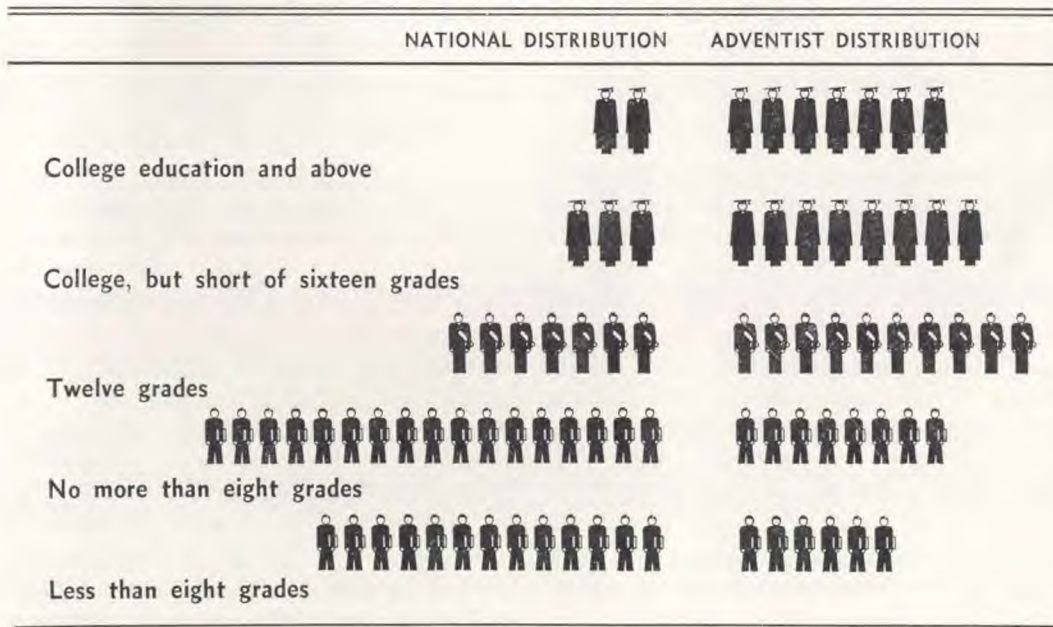
North American Division. Their presence in our colleges has contributed much toward the training of young American Adventists who must be world-minded. And the visitors, in turn, carry back to their homes a sense of brotherhood, a clearer concept of the strength of the denomination, new skills, and a bolder and more venturesome spirit, to help them scale the walls of ancient tradition and old prejudices. Those coming from language areas other than English return to their home fields with richer knowledge and deeper appreciation of the Spirit of prophecy unlocked for them as language barriers are removed.

Within the North American Division the department has given its efforts to the development of better schools, manned by better teachers, using su-

perior equipment. It has assisted schools and colleges to find suitable staff members. It has sought to foster better home education and to interest parents and prospective students in Christian education. In these matters it serves as a coordinator and a clearinghouse for the school administrators and field leaders who, under God, shape and direct the course of Christian education in this country.

Much time and effort have gone into the preparation of manuals of policies, which the field administrators have been demanding. A first step was the compilation from official sources of a classified listing of all valid policies applying to our educational work in the division. Since the most urgent need was in the field of elementary and intermediate ed-

ADVENTISTS ARE EDUCATION-MINDED



The chart shows the levels of education attained by Adventists in the United States who no longer attend school, in relation to the general population.

The national distribution is from tables of the Bureau of the Census, census of 1940, and later computations.

The Adventist distribution is from the 1949 sampling of Adventist population in the United States, and is based on 11,884 cases.

Each figure represents 2 per cent of the total population.

ucation, this section was developed first and is now in publication. Similar compilations on the secondary and college levels are to follow.

In various ways the department gives assistance to educational administrators in developing and maintaining standards. Manuals of standards for schools, the secondary in 1947, the elementary in 1950, have been developed and published. With the cooperation of the Medical Department a *Health Manual for Seventh-day Adventist Elementary and Intermediate Schools* has been published. For the secondary schools final examinations are selected (prepared in those subject fields where a denominational emphasis is desired), and distributed to the schools. During the past four years the department has sent out 150,920 of these examinations, checked the scores, and tabulated the returns, for the schools and the union educational offices. A similar service is performed for the elementary schools, for which 105,885 examinations have been handled and the returns tabulated. To sustain the level of teacher preparation and general qualifications, the department, with the assistance of the field educational administrators, has revised the elementary and secondary certification requirements, and has issued, during the period between General Conference sessions, 1,171 elementary and secondary certificates of all classes. Despite the earnest efforts of educational administrators, however, there is still a great dearth of fully qualified teachers. Only 63 per cent of our secondary teachers are certificated for all the subjects that they are teaching. On the elementary level the shortage is even more marked, only 52.1 per cent having reached the full requirements for certification.

The annual meetings of the Board of Regents, the accrediting group from the Department of Education for secondary schools and schools of nursing, have done much to foster and maintain high

standards of organization, equipment, and instruction. At present fifty-eight of the seventy-one academies in the North American Division are accredited.

To aid union educational secretaries and conference superintendents in implementing standards, the associate secretaries of the department for secondary and elementary education assist at institutes conducted for the in-service development of teachers. They spend much time in thorough inspection of schools, with members of the school boards, in a pattern which, with the institutes, covers each union conference at least once every two years. Regular meetings with the union educational secretaries, as well as the triennial meetings of academy principals, further develop the program.

Because the colleges are more nearly autonomous, the department's assistance to them takes the form of visitation, counseling on matters of standards and organization, the compilation and distribution of significant information, and the annual workshop seminar of department heads. Very profitable have been the biennial summer meetings of the college presidents and deans, sometimes with other administrative groups assisting. Out of these and such other meetings of college administrators as could be arranged have come better coordination of effort and a reasonable standardization of curriculum and organization, particularly needed during the years when great demands have been placed upon the colleges to meet rising costs, higher scholastic standards, and bulging enrollments. In the matter of financial guidance of the colleges the assistance of the Survey Commission (made up of General Conference officers, representatives of the department, and officers of the college boards) has been invaluable.

Promotion work is largely the function of the field leaders. But the department assists by preparing materials, such as posters and leaflets, and by publishing a special summer promotion number of

THE JOURNAL OF TRUE EDUCATION. In one field of promotion the department has for years taken direct supervision. This is in home and parent education, under the direction of an assistant secretary, whose activities include the preparation of programs for the Home and School Associations, published in the *Church Officers' Gazette*; programs for Christian Home Day in the early spring and Christian Education Day in July; an annual series of studies on home and parent education for use in camp meetings; the distribution of reading lists for parents; and promotion of the Home Education courses of study published by the department and now distributed by the Home Study Institute. From this section of the department has come a "Self-analysis Chart for the Home," and two new leaflets, "Social Life of the Fifteen-year-old" and "Were They Ready for School?" The department is also assisting the Ellen G. White Publications in the preparation of new books on the Christian Home.

Another major activity of the department during the past four years has been the preparation of teaching syllabi and textbooks. On the college level work has begun on syllabi for lower-division Bible courses, designed to ensure a common core of instruction among the colleges. Trial syllabi have been prepared and are in use in Bible survey and the prophecies of Daniel. Projected are similar outlines in Revelation and the life and teachings of Jesus. In process is a book of another sort, a completely rewritten *School Home Manual* for the guidance of school home deans and suitable also for a college textbook in school homes administration. On the secondary level two Bible history textbooks have been published and warmly received: *Life and Times of the Old Testament* and *Development of the Christian Church*. In preparation, to be ready for use in the fall of 1950, is a textbook in biology for use in the secondary schools, written to

harmonize with the principles of true science. In addition new teaching syllabi in nearly all secondary fields of instruction have been prepared.

In the elementary field the department is continuing the good work begun before the 1946 General Conference session. For the past two summers a committee has been writing a third-grade reader, to add to the first- and second-grade books already completed. In the field of Bible, teachers' manuals are being written to accompany the eight workbooks for grades one and two, published in 1945. The manuscripts of textbooks for grades three and four, each with a workbook and a teacher's manual, have been completed. In process are similar textbooks and aids for grades five to eight. Scheduled for publication in 1951 are the fourth- and sixth-grade books, with the fifth-grade coming along the following year. The seventh- and eighth-grade books will take a little longer. Each book is a major enterprise by itself, requiring time and careful workmanship. Also in preparation is a compilation of materials entitled *Source Book for Devotional Exercises*, for use in elementary schools.

The authors, committees, and editors have done excellent work on all of these syllabi and textbooks, and have made significant contributions to the educational literature of the denomination. The Department of Education gratefully lists in acknowledgment of their contributions Elder C. D. Christensen, until recently of Walla Walla College, and Maybelle Vandermark, of Washington Missionary College, with their committees, for their work on college Bible syllabi; Pearl Rees, of the Glendale Sanitarium and Hospital, for editing the new *School Homes Manual*; Dr. John M. Howell and his helpers for their work on the academy Bible textbooks; Dr. Ernest S. Booth and his associates in the biology department of Walla Walla
(Please turn to page 42)

Elementary Schools, North American Division: 1946-1950

George M. Mathews

ASSOCIATE SECRETARY,
DEPARTMENT OF EDUCATION, GENERAL CONFERENCE

IT IS a pleasure to report record breaking gains all along the line for the elementary schools in the North American Division. These figures, with the attendant stories of great effort and sacrifice, reveal to some degree the determination of many of our people to follow God's plan for the education of their children.

As proof of the frequent assertion that our schools are potent agencies of evangelism, our reports indicate that 7,550 boys and girls in our elementary schools were baptized during the four-year period just closed.

During this period, also, 213 new elementary schools were opened and 237 new school buildings were purchased or built at a cost of \$3,197,282.65, with an additional \$475,790.75 spent for equipment and alterations to increase the efficiency of the physical plants. What a remarkable record—over three and a half million dollars spent for these items, above and beyond the many millions spent for regular operational expense! The accompanying Table I shows the breakdown of these totals by unions.

TABLE I
GROWTH IN FACILITIES, 1946-1950
Elementary Schools, North American Division

Union Conference	Elementary Schools Established	Buildings Purchased or Built	Cost of These Buildings	Cost of Improvements and Equipment
Atlantic	21	7	\$ 84,000.00	\$ 26,950.00
Canadian	12	14	132,250.00	20,926.62
Central	19	16	277,200.00	12,058.00
Columbia	26	28	266,000.00	120,068.69
Lake	29	23	453,080.18	31,597.79
Northern	10	9	41,200.00	31,500.00
North Pacific	10	10	66,000.00	46,500.00
Pacific	23	66	1,205,302.47	94,889.65
Southern	43	34	348,300.00	70,050.00
Southwestern	20	30	323,950.00	21,250.00
TOTALS	213	237	\$3,197,282.65	\$475,790.75

At the beginning of the quadrennium the elementary enrollment was 22,335. At the close it was 26,534, a gain of 4,199 pupils. To care for these new pupils required the employment of 211 additional teachers—from a total of 1,387 in 1946 to 1,598 in 1950. These pupils were distributed in 944 schools, representing a net growth of 64 schools over 1946. The accompanying Table II shows the breakdown of these figures in the ten union conferences of the North American Division.

Unusual efforts by those appointed to give leadership to the educational work have marked this period. The results are evident in the large increase of professionally trained teachers and the development of instructional guides, courses of study, and curriculum-enrichment aids. New courses of study were developed in the North Pacific, Pacific, Southern, Central, Northern, and Southwestern unions—the latter three unions having joined together to develop a regional course of study. Plans are being completed for the Lake, Atlantic, and Columbia unions to unite in developing a regional course of study for their schools. Elementary supervisors are now employed in the Pacific and Columbia unions, and in the Northern California, Oregon, Michigan, and Southern New England local conferences.

The gains in enrollment, number of schools and teachers, and the impressive increase of facilities were made through real effort and sacrifice on the part of our people, and the effective leadership of educational and administrative officers. The following examples were sent

TABLE II
GROWTH IN ELEMENTARY EDUCATION, 1946-50
North American Division

Union Conference	Enrollment			Schools			Teachers		
	1946-47	1949-50	G. or L.	1946-47	1949-50	G. or L.	1946-47	1949-50	G. or L.
Atlantic	995	1,267	272 G	51	60	9 G	79	90	11 G
Canadian	795	1,113	318 G	41	40	1 L	45	60	15 G
Central	1,184	1,479	295 G	65	62	3 L	92	95	3 G
Columbia	2,314	2,717	403 G	99	110	11 G	163	178	15 G
Lake	2,223	2,881	658 G	102	123	21 G	144	173	29 G
Northern	587	591	4 G	45	40	5 L	53	50	3 L
North Pacific	3,238	3,874	636 G	145	141	4 L	219	255	36 G
Pacific	6,431	7,483	1,052 G	133	142	9 G	308	359	51 G
Southern	2,983	3,467	484 G	126	145	19 G	178	219	41 G
Southwestern	1,585	1,662	77 G	73	81	8 G	106	119	13 G
TOTALS	22,335	26,534	4,199 G	880	944	64 G	1,387	1,598	211 G

in by some of the educational superintendents. Each conference could duplicate these many times.

From Northern New England.—"Perhaps the outstanding work of faith is our little Greensboro school. Three families read and believed what the Spirit of prophecy says concerning Christian education. Through great sacrifice and effort these three families bought a building, equipped it with furniture and teaching facilities, hired a teacher, and are still conducting a school."

From British Columbia.—"In the school year of 1946-47 the Winfield church group started a school in a small granary. There were about ten pupils in attendance. From this small beginning the school has grown to an enrollment of fifty-four in grades one to ten, with two

teachers. A fine new two-room school building has been constructed. During that first year the church group held their services in that small granary. Now they have a new church building large enough to seat about 250 persons. This church has a membership of about seventy, mostly resulting from the attraction of the church school."

From Wyoming.—"A group of eight mothers in Laramie were determined to have a church school for their children. Their church building was very small and inadequate to house a church school. There was no money available to erect a building; furthermore, there was opposition from some members of the church. But these mothers proceeded with their project, with faith, prayer, and much effort. Inside of six months

A New Intermediate School, Birmingham, Alabama



they had raised about \$1,250 through various enterprises. When the time arrived to start the addition to the church that was to house the church school, these mothers came to the building site with saws, hammers, and other necessary tools to help erect the building. They had persuaded their husbands (some of whom are not members of the church) and other relatives to help also. By the first of September the building was ready for school. The whole cost, including donated labor, was about \$3,000. In addition, the school was furnished with brand-new equipment at a cost of about \$350. The school opened on September 6 with an enrollment of ten pupils, and both parents and children are very happy. The school is making excellent progress."

From North Dakota.—"Out in the Williston country, to prevent the school from closing a single family supported the teacher for the entire second semester, paying over \$550 in salary in addition to the \$300 they had paid for the first semester."

From Iowa.—"One Adventist couple in Clay County noticed the change in the spiritual life of their daughter after she attended Junior Camp. They wanted to keep her from falling back into the way of the world. So every school day they drive eighteen miles to the nearest church school, then eighteen miles back to their farm. At school closing in the afternoon they make another thirty-six-mile round trip. They say that to see their eighth-grader in our school is well worth the seventy-two miles they drive every school day in all kinds of weather. The girl could have ridden the school bus that passes their farm and attended the public school, with no transportation cost or tuition charge. But both par-

ents and daughter are happy to enjoy the blessings of a church school."

From Idaho.—"At Jerome there are three families to help on church school expense. Last fall Brother Starr, the local elder, borrowed \$300 on his cream check in order to get the school started for this year. The Starrs are in strait circumstances; a glance at their home and ranch shows many urgent needs, but they cheerfully forgo these in order to help finance the school. Theirs is the boldest example of sacrifice for Christian education that I have ever seen."

From Montana.—"In our conference we have one small school that is supported by four women, three of whose husbands are not Adventists. They were determined to have a school, and the only way to have it seemed to be for one family to give the teacher room and board and for each of the other three to pledge twenty dollars a month to pay her salary. The school is now in its second year. The teacher's salary has always been paid promptly, and a few improvements have been made around the school."

From Texico.—"In one church the members were of the unanimous opinion that a church school should be established. The members lived far out in the country. One family drove their children over forty miles a day that they might attend the school. Then they were able to build a home near the school where the mother and children could be in close proximity to the school. Another family lived sixty miles from the school, and the father drove his children 120 miles each day. Then the mother and the children rented a cabin for sixteen dollars a week, that they might be close to the school. They have now built a home near the school."

The Academies of North America

L. R. Rasmussen

ASSOCIATE SECRETARY,
DEPARTMENT OF EDUCATION, GENERAL CONFERENCE

WITH a deep sense of gratitude to God for His evident blessings, I present a brief report of our secondary educational work in the North American Division. Our academies, which are a vital part of the program of nearly every conference, have experienced a rapid and rich development during the past four postwar years. It is doubtful whether there has ever been a period since the beginning of our educational work that has witnessed such intense expansion, activity, and development, from one side of the continent to the other, supported by the generosity of a people who already willingly bear their share of the cost of public education. Our people have demonstrated their determination to provide the blessings of Christian education for their children.

Those of us who are particularly interested in the youth are tremendously impressed with the extent of secondary education sponsored by the Seventh-day Adventist Church and the fine quality of youth in our academies across the country. In support of these claims of growth, let us summarize the facts.

Number of Academies.—There are in the North American Division 71 senior academies, located in 35 States and provinces of the United States and Canada. Of these 71, 22 are day academies and 49 are boarding academies.

New Academies Established.—During the past four years eight new academies have been established, at a capital investment of over \$4,000,000.

Pine Forge, in Allegheny Conference (Pennsylvania);

Monterey Bay, in Central California Conference;

Lake Region, in Lake Region Conference (Michigan);

Sunnydale, in Missouri Conference;

Spanish-American Seminary, in New Mexico;

San Pasqual, in Southeastern California Conference;

Newbury Park, in Southern California Conference;

Wisconsin, in Wisconsin Conference.

Six other academies have either purchased or built complete new plants.

New Buildings.—In addition to the eight new academies established, and the six rebuilt or purchased plants, the following new buildings have been added to existing academy plants during the quadrennial period:

13 administration buildings

6 industrial arts buildings

10 shop buildings

8 recreation halls

54 houses for teachers

11 dormitories

3 music halls

8 barns

9 milk houses

Most of these new buildings were made possible by the \$7,445,233.06 in capital donations, mainly from the union and local conferences in whose territories the academies are located. In addition to these investments in new buildings, several hundred thousand dollars were expended on equipment to make our academies more efficient.

Academy Enrollment.—In 1945-46 there was a total enrollment of 7,226 academy students. By 1948-49 the enrollment had increased to 8,591, a gain in four years of 1,365. If complete reports were in for 1949-50, we believe our sec-

ondary enrollment would reach nearly 9,000 in the North American Division.

Graduates.—During the past four years 6,823 youth were graduated from the 12-grade academy course, an average of more than 1,700 each year. As nearly as it has been possible to ascertain, approximately 4,000 of these graduates have gone on to college.

Baptisms.—From a recent survey it was found that 75.3 per cent of our Adventist youth between the ages of 7 and 21 have been baptized before they reach 15 years of age, which is about the age they enter our academies. Nevertheless, 1,453 of the youth were baptized during their stay in the academies.

Teachers.—Back of this great division-wide academy program are many fine, consecrated, trained Christian leaders—1,225 teachers and other staff members who are molding and guiding the youth during the critical years of adolescence. No greater privilege, no greater responsibility, ever comes to any man or woman than to have a part in the development of a soul and its preparation for time and eternity. We may thank God daily that He has entrusted to our teachers such an honor.

Financial Standing

Assets.—The total assets of the Seventh-day Adventist academies in the North American Division in 1939-40, ten years ago, stood at \$2,658,149.97. By 1948-49 they had reached \$12,621,948.53—an increase of nearly \$10,000,000, or an average gain of approximately \$1,000,000 each year.

Net Worth.—In the 1945-46 school year the net worth of our academies was \$5,948,033.01. Four years later, 1948-49, it was \$11,853,297.98—an increase in net worth in four years of nearly \$6,000,000.

Operating Results.—The accompanying table shows the operating results for each of the four years. Particularly do we wish to call attention to the fact that the cost of operating our academies for the period was \$18,707,786.51. After the operating income and operating subsidy have been applied, there remains a net operating loss of \$245,377.12.

Indebtedness.—The financial picture would not be complete without a statement in regard to the indebtedness of our academies. In 1945-46 the total liabilities of our academies in the North American Division stood at \$299,276. Of this amount \$70,434.89 was in loans and notes payable. By 1948-49 the total liabilities of our North American academies had increased to \$829,785.29, of which amount \$516,918.47 was in loans and notes payable.

This increase in liabilities is primarily due to the tremendous building program carried on by our academies during the past four years. Though this has increased the net worth, or value, of these institutions by nearly \$6,000,000, not enough money has come into the institutions by earnings, operating subsidies, or donations to pay off all the obligations during this period on this tremendous expansion program.

Even though it would be correct to state that any business enterprise that could increase its assets \$6,000,000 in a

Sunnydale Academy, Centralia, Missouri. Administration Building Under Construction



OPERATING RESULTS

Year	Operating Income	Operating Expense	Operating Subsidy	Gain or Loss With Subsidy
1945-46	\$3,331,766.30	\$3,472,115.93	\$233,591.37	\$93,241.74-G
1946-47	4,100,234.36	4,371,703.46	266,042.19	5,426.91-L
1947-48	4,690,867.28	5,152,648.65	356,038.97	105,742.40-L
1948-49	5,124,494.67	5,711,318.47	359,354.25	227,469.55-L
Totals	\$17,247,362.61	\$18,707,786.51	\$1,215,026.78	\$245,377.12-L

four-year period without increasing its total liabilities by more than \$500,000 was financially sound, I am convinced that every possible effort should be put forth to reduce this indebtedness and to increase the operating capital.

Labor Furnished to Students.—Through the extensive industrial and agricultural programs conducted by our academies, work was furnished to students to aid in defraying their school expenses to the astounding figure of \$3,754,262.10 in just four years' time! In other words, nearly one million dollars a year was paid to students for work.

Although statistics and financial figures may be the most accurate way to visualize the material development of our institutions, they do not reveal the most valuable assets or set forth the most precious developments. No one can make a coast-to-coast visit of these academies without being impressed with the high quality of our Adventist youth. It is a real inspiration to observe the spirit of consecration in which they conduct their worship services, the fine, wholesome attitude of cooperation in recreational activities, their earnest pursuit of knowledge in classrooms and study halls, and their faithfulness in the work pro-

gram. We may rejoice in, and be justly proud of, the development of the youth in our Seventh-day Adventist academies.

The church's divinely ordained school system is a major factor contributing to its external growth as well as its internal strength and doctrinal unity. These institutions were founded in prayer, faith, and sacrifice; their cornerstones were laid for the glory of God; and every conception of and effort for their growth and upbuilding must be with prayer for His guidance and with unwavering faith in His presence and blessing.

Our vision today is forward. We cannot be satisfied with past accomplishments, but should strive to make our institutions conform more and more to the divine pattern. Under God's blessing, our educational work has experienced a rapid and rich development. It is possible, however, that in this swift progress we may lose sight of the way the Lord has led us and of the fact that our future prosperity depends upon our fidelity to His plan and instruction. There must be no drift from our spiritual moorings and Christian philosophy of education.

Thank God for our academies. May they continue to justify the confidence and support of the church!



The North American Colleges

Keld J. Reynolds

ASSOCIATE SECRETARY,
DEPARTMENT OF EDUCATION, GENERAL CONFERENCE

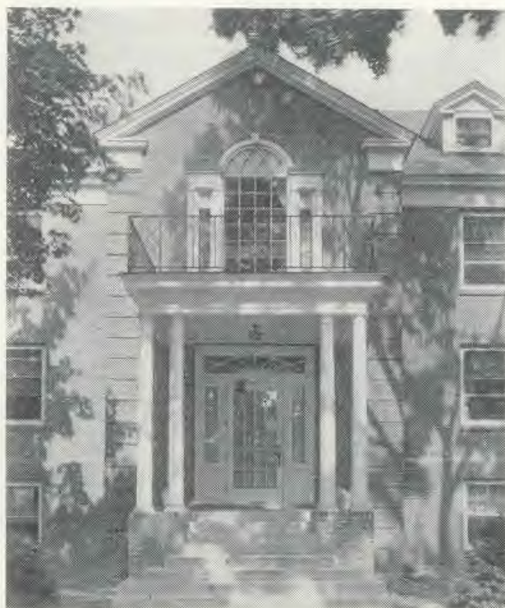
SEVENTH-DAY ADVENTIST institutions of higher education in the North American Division include eleven degree-granting liberal arts colleges, two junior colleges, a correspondence school offering work of secondary and collegiate level, a theological seminary, a medical college with affiliated schools, and eleven schools of nursing, three of which are attached to senior colleges for degree curriculums. All these schools have a distinctive denominational character, and their primary aims are, first, the development of spiritually, mentally, and morally mature Adventists; and second, the training of workers for the home and overseas enterprises of the church. This article is confined to the liberal arts colleges and junior colleges, and is a description of the values and services of these schools of higher education.

Like other educational institutions, the Adventist colleges have been fighting the "battle of the bulge." Between 1946 and 1949 winter enrollments increased by almost a thousand students, reaching in 1949 the high mark of 8,118. The summer-school enrollment of 2,220 for the same year has also established a record. Veteran enrollments account in large measure for the bulge, and also for the year-round attendance.

During the quadrennium the colleges enrolled a total of 35,096 students, and sent out 2,349 young men and women graduates with degrees. The incomplete records of the colleges for the period show that at least 1,689 students have gone from their halls into denominational work. This does not include the large number who have done colporteur work on a temporary basis.

The colleges employed 485 teachers in 1949, an increase of only 70 over the number in 1946 to care for the large influx of students. It has been the policy to increase the teaching loads and the size of classes, in order not to have large numbers of teachers for whom employment must be found elsewhere when enrollments again decline.

The development and operation of the colleges is a remarkable achievement for a people in the middle- and lower-income brackets, and with such financial resources as Adventists have. The net worth of these institutions stands at only a little less than thirteen million dollars. The operating costs in 1949 amounted to \$11,134,164.83, of which amount the colleges earned \$10,888,796.31 from tuitions, fees, and the income from college-



Entrance, Rachel Preston Hall,
Atlantic Union College, Massachusetts

attached industries. Even this excellent record left a margin of loss which the denomination has had to carry.

In this connection it must not be forgotten that sacrificing parents shoulder much of the financial burden of educating their own children, and the young people themselves also help. During the school year closing in 1949, for example, while the denomination invested an average of \$44.71 in each college student, the average student invested \$730 in his own education, of which amount \$204 was earned at employment provided by the college.

Everyone is aware that nearly all the younger workers entering denominational employ in recent years in the North American Division are college graduates. This is in recognition of the service of the colleges as builders of men and as training centers for the professions. It is a wise provision in a part of the world where a junior college education for the mass of the population is the aim of the Government. It is also a wise provision for the future leaders of a denomination which, in the United States, has, in per cent, one and a half times as many high school graduates as are found in the general population, and three times as many college graduates.

Though the colleges do not have complete records of denominational employment of their students, such records as are available reveal the significance of their contribution. The four-year total of 1,689 is impressive. Also, the pattern of occupational distribution is of inter-

est. Reference to the accompanying chart reveals that almost twice as many entered the work in 1947 as in 1946, that 1948 was the peak year, and that the total for 1949 was cut back to the figure for 1947.

There is a mounting demand for graduates trained in business administration, accounting, secretarial science, and stenography. There is a small but increasing demand for Bible workers, or instructors, to use the new designation. The number of doctors of medicine entering the work was almost ten times that of doctors of dentistry. That so many newly trained ministers have been taken into service is a matter for rejoicing and thanksgiving to God. The colleges employ as Bible teachers, experienced and seasoned pastors and evangelists. In the training of ministers they not only supply a demand, but also shape the future of the denomination. Of this responsibility they are conscientiously aware. The curriculum is continually under review to keep the entire training program in line with the changing and expanding needs of the ministry.

The figures for nursing represent generally those who have entered our institutions with academic degrees in order to assume positions of responsibility as administrators or instructors in the schools of nursing. The great publishing enterprises of the denomination are not forgotten. Some colleges have put in special courses to meet their needs.

Teachers continue to be in demand, partly because of the great turnover and partly to handle increased enrollments. Teachers trained for the college and secondary levels are in diminishing demand, but the need for elementary grade teachers continues to be acute. The cooperation of the colleges with progressive educational leaders in the union and local conferences has placed in our elementary schools many hundreds of teachers with better technical training

COLLEGE STUDENTS ENTERING DENOMINATIONAL WORK
North American Colleges, 1946-1949

Employment Field	Year Entering the Work				Totals
	1946	1947	1948	1949	
Bible (Worker) Instruction	1		4	9	14
Business-Secretarial	12	48	49	73	192
Dentistry		9	4		13
Medicine	19	50	20	33	122
Ministry	69	71	65	80	285
Nursing	63	119	88	33	303
Publishing			8	16	24
Teaching	67	148	248	210	673
Miscellaneous	6	12	42	3	63
TOTALS	237	457	538	457	1,689



for the classroom than has the average college or academy teacher. Nevertheless, in 1949, out of a total of 1,598 elementary teachers, 765, or 47.7 per cent, either had no certification or carried emergency permits. This critical situation the colleges are prepared to cope with, through their adequate and ably staffed teacher-training departments, if the students will come.

The service of the college to the individual student must be seen on the campus to be appreciated. It extends beyond good teaching, excellent library facilities, the privilege of studying the Word of God through systematic instruction and regularity of worship. It is in the total environment of the college, in an atmosphere which encourages growth and development of the spirit, mind, and body in a fellowship of Christian teachers and students. This is the essence of Christian education, not easily defined yet easily recognized; elusive yet requiring careful planning. During the past four years, due to the enlarged enrollments and the strain upon the time and strength of faculty members, it appeared at times that the distinctive character of our colleges was in some danger. Administrators with their faculties began spending long hours in prayer and study of the problem, and came up with a greatly improved counseling service for students.

Today it is a rare student who goes through a school year without a series of conferences with a teacher-adviser on such matters as his spiritual welfare, his health, his scholarship, his social life, the selection of a suitable occupation, and the self-directed human engineering required in preparation for the life he has chosen. In these matters the counseling service is not set up to prolong dependence or coddle the student. He is led to self-discovery, with help from his adviser, and he is encouraged to rely upon divine assistance in shaping the life that he is dedicating to the service of God.

The record of baptisms is an illustration of the effectiveness of the spiritual-guidance program. For the four years since the 1946 General Conference session, a total of 485 baptisms can be definitely credited to the colleges, generally as a direct result of personal work done by the teachers or by visiting workers conducting the two annual weeks of prayer. This does not include the many who were baptized as a result of work done on the campus, but while they were away from school so that the colleges have no record. This is a remarkable figure in view of the limited opportunities the colleges have for evangelism. The number of students without an Adventist background seldom exceeds 5 per cent of the enrollment. On the other hand, at the nineteen-year-old level (the normal year for entering college) 90 per cent of the children of Adventist homes have already been baptized, according to a survey made in 1949. In the rather large sample of those attending Adventist schools this same survey showed that none of the seven-year-olds had been baptized, and that none of the twenty-two-year-olds (the normal year for completing college) remained unbaptized. So thoroughly are the evangelistic opportunities exploited by the teachers in our schools.

Higher than the highest human thought can reach is God's ideal for His children. Godliness—godlikeness—is the goal to be reached. . . .

He who cooperates 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 cannot 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*, pp. 18, 19.

Educational Progress in the World Divisions and Detached Union Conferences

Australasia

DESPITE the disruptions of war and the physical problems of directing so vast a field with diverse populations, the Australasian Inter-Union Conference's educational work is strong and expanding. There has been a small increase in the number of regular elementary and secondary schools, and the work of the Australasian Missionary College has been expanded and strengthened. Additions have been made to the personnel of the Australasian Inter-Union Conference's department of education, and after careful analysis of the needs of the field important changes have been made in curriculums and organization.

The teacher-training program has been further developed, and many more teachers are serving our schools. Four years ago there were 58 teachers in the elementary and intermediate schools; in 1949 there were 85. Largely because of organizational changes, the number of secondary teachers in service declined from 33 to 28; whereas the number of teachers at the college rose from four to eight.

Four years ago in the regular school system the total enrollment on all levels stood at 1,712; in 1949 it was 2,020. In the unclassified mission schools the same four-year period saw the enrollment increase from 4,330 to 8,135.

Central Europe

That we have an educational program in Central Europe is a miracle of God's grace and the faithfulness of His people. This division once included, in addition to Germany, the Netherlands, Czechoslovakia, Hungary, Bulgaria, Turkey, Greece, Iraq, Iran, Syria, Palestine, Arabia, Egypt, Tanganyika, and Indonesia. Now it is confined to Germany alone, a

Germany greatly shrunken by additions to Russia and Poland, and comprising four zones of occupation. Yet this war-torn and unhappy land supports a strong educational program for the rejuvenation of the Lord's work in Central Europe. There are three missionary seminaries for the education of ministers and other church workers, two nurses' training schools, and one elementary school, the last in connection with Friedensau Seminary, the school within the eastern zone for the training of ministers and deacons for the church.

During the war the once-flourishing seminaries at Friedensau, Neandertal, and Darmstadt were closed. When the fighting ceased the Darmstadt school was sheltering nearly 1,500 UNRRA-sponsored refugees, Neandertal was also filled with refugees, and Friedensau was a Russian hospital with a thousand patients.

It required a great deal of patience mixed with firmness, and much prayer, to regain control of these properties, which had deteriorated greatly. And it required great sacrifice on the part of the believers, and the generous assistance of the General Conference, to repair and refurnish. But in spite of these difficulties, Friedensau was reopened in July of 1947; Neandertal, in May of 1948; and Marienhöhe, at Darmstadt, in October of the same year. Soon the Darmstadt school had secured recognition from the government as a *Realgymnasium Aufbauschule*, with the right to prepare students for the *Abitur*, which in turn conveys the right to enter university studies.

Since the reopening the number of teachers in the three seminaries has increased from 13 to 20, and the student enrollment from 191 to 370.

China

On V-J day in China, millions took up the cry, "We are going home!" Millions of people and dollars and institutions began moving back to the coast. The division school went back to its old campus at Chiaotoutseng. Faculty and students sailed some twelve hundred miles down the Yangtze to begin again their program of study and work. With Rehabilitation Reserve dollars and supplies from UNRRA and CNRRA the building program was thrown into high gear, and soon the semblance of an institution mushroomed up on West Hill. A silk factory on East Hill was converted to school use, and in time a three-story science building, a dormitory, a faculty apartment house, and a hospital were added on the old campus. Then once again political strife forced evacuation, and the junior college faculty and students moved to Clearwater Bay, in the Hong Kong Colony. Already the next move is under way, to bring the school north again, this time to occupy the former Shanghai Sanitarium property.

During the same period the Northwest China Training Institute has moved from Eight-Blessings-Village to Sianfu; the Central China Union Training Institute has left its war-racked campus in Honan for Hankow. The union schools—senior academies—at Fengtai, near Peiping; Sungpao, near Chungking; and Hsiayang, near Kowloon, Hong Kong, appear to be our most stable schools, characterized by a strong spiritual atmosphere, industrial success, and academic standing.

Four years ago there were 126 church schools in the division, with 4,649 pupils and 188 teachers; today there are 139 schools, 4,564 pupils, and 186 teachers. Four years ago there were 16 secondary schools, with 1,061 students and 105 teachers; today there are still 16 schools, but with 1,418 students and 135 teachers. The one advanced school four years ago had 56 students and 14 teachers;

today it has 65 students and 16 teachers. These figures show progress in spite of almost insurmountable obstacles.

Far East

The Philippines, Malaya, Guam, Indonesia, Korea, Japan—names in the news a few years ago—now are centers of active educational work by our denomination. Neither postwar political readjustments, social unrest, nor precarious financial conditions have stopped this work. The record reads: "For major repairs and new buildings at established schools, U.S. \$194,000. For relocating and rebuilding after the ravages of war, and for establishing new schools, U.S. \$321,000." These are not requests for funds; these are reports of investments in Christian education in the Far East.

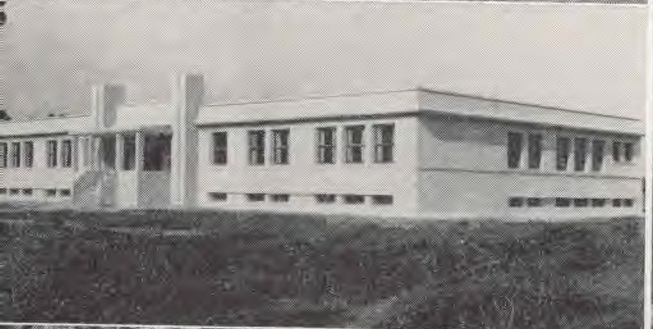
Elementary schoolwork is being promoted throughout the division. For the first time in the history of our work in Japan, we have elementary church schools there, at Kujikawa and Amanuma. Indonesia has five new church schools this year. On Guam we operate the two-teacher "Quonset Hut School."

The division operates 19 schools of secondary and collegiate rank for the training of workers. In addition to the established schools of college rank in Japan and the Philippines, the Indonesian Seminary, the Malayan Union Seminary, and the Korean Training School have been restored to worker-training status, each offering two years above the national secondary level.

In 1949, in the 182 elementary schools of the division, with 285 teachers, 9,122 pupils were enrolled. In the 19 secondary and advanced schools, with 138 teachers, there were 2,582 students.

Inter-America

This division began the quadrennial period with a total of 154 schools, of which 12 were union conference training schools—two of them of junior college grade, and the others secondary or intermediate. Currently there are 204



A Few of Many New School Buildings Overseas

1. Training School, Dominican Republic. 2. Mauritius Mission School. 3. Boys' Dormitory at Fayoum Training School, Egypt. 4. Boys' Dormitory and Administration Building, Northern Luzon Academy, Philippines. 5. Administration Building, Uruguay Academy, South America. 6. South China Island Union Training Institute, Hong Kong. 7. Kamagambo Training School, Kenya, Africa. 8. Administration Building, Ekebyholm School, Sweden. 9. Avondale Primary School, N.S.W., Australia.

schools in all, 16 of them being secondary and training schools. The two junior colleges are the Antillian, at Santa Clara, Cuba; and the West Indian, at Mandeville, Jamaica. The Caribbean Training College, just outside of Port-of-Spain, Trinidad, is in process of expanding upward above the general secondary level. All these schools are doing good service in the training of lay and professional workers for the denomination.

Newest of these schools, and all developed during the past four years, are the Dominican Junior Academy, an intermediate school in the Dominican Republic; the Haitian Seminary, around the bay from Port-au-Prince; the Pacific Agricultural and Industrial School, in Costa Rica; and in Mexico the Southeast Agricultural and Industrial School for rural workers, and the Momostenango School, an institution for the training of Indian workers. Noteworthy is the recent development in Mexico of three types of schools—the general, the rural, and the Indian—each designed for a specific purpose and each serving a different need.

During the four-year period there has been a steady growth in enrollment in the various types of schools of the division, from 6,859 in 1946 to a total of 8,023 in 1949.

Northern Europe

Occupation by alien troops during the war, and postwar adjustment problems have not stopped the progress of our educational work in Northern Europe. The years since the last General Conference session have seen a consistent growth. Four years ago there were 18 church schools; now there are 28. Then there were six lower-secondary schools; now there are nine. Then there were 40 church school teachers, now there are 71; then, 30 secondary-school teachers, now there are 45. Two schools, in Sweden and Denmark, are carrying advanced secondary work and are prepared

to groom students for the State examinations. The number of students enrolled in our schools, on all levels, has more than doubled during the period, in 1949 reaching 1,989.

New schools started in Northern Europe during the four-year period are the re-established Polish school, and Zandbergen, a secondary boarding school outside of Amsterdam, in the Netherlands. Toivonlinna, in Finland, has added a commodious new building, which has enabled it to nearly double its enrollment. And Ekebyholm, the Swedish school occupying the buildings of a 300-year-old royal hunting lodge, has completed an impressive administration building in the modern functional design for which the Swedes are famous.

Perhaps the most phenomenal educational development of the period has taken place in Ethiopia. In 1946 there were seven elementary schools, with 25 teachers and an enrollment of 610. In 1949 there were 16 schools, the number of teachers had been doubled, and so had the number of students. Secondary schools have increased in number from two to three, the number of teachers from three to five, and the enrollment from 60 to 102. The importance of these Seventh-day Adventist schools in this ancient land, bringing evangelical religion, personal conversion, a fresh faith, and better moral standards, can scarcely be overestimated.

South America

Between General Conference sessions South America has shown good progress in educational lines. The total number of schools has increased from 353 to 437, and the teachers from 536 to 693. The last year for which records are available shows a total enrollment on all levels of 18,187, with 1,456 in 17 secondary schools and 172 in the 5 more advanced schools. Scholarships were earned by 258 of the secondary and college students, and 297 students were baptized during

the year 1949. There is good promise for the future of the denominational endeavor in this great field.

Southern Africa

This division began the quadrennial period with one college, nine secondary schools, and 1,141 elementary schools. There are now 1,389 elementary schools, the secondary schools have increased to 12, and Helderberg College is continuing to do strong work in preparing young people for denominational work.

The teaching force has grown from 85 in secondary and college, and 1,548 in the elementary schools, four years ago, to 111 teachers in the advanced and 1,772 teachers in the elementary schools, in 1949.

During the same years the secondary and college enrollment has grown from 566 to 714, and the elementary enrollment from 53,093 to 66,714. These figures are for the enrollees in regular schools; they do not include baptismal classes as such. Surely the Lord is to be praised for this wonderful advance in Africa.

The time is coming soon, as Christian communities develop among the natives, when the mission schools in these communities will become church schools such as we know in the homeland.

Southern Asia

In these lands of ancient civilizations and modern disruptions of old living patterns, the Adventist school is exerting a mighty influence as a trainer of workers and as an evangelist to the non-Christian students whose hunger for education brings them to our doors.

The magnitude of this evangelism-through-education is shown by the fact that of the total of 3,375 enrolled in the 70 schools of the division in 1949, the non-Christian students numbered 1,278, and the Christians of other denominations numbered 453. Together, these groups constituted 51 per cent of the

total enrollment. These 3,375 students in the 70 schools were served by 238 Adventist teachers, of whom 209 were nationals.

Southern Europe

The Southern European Division operates seven elementary or intermediate-type schools, nine secondary and training schools, and one college. The division school is the Seminaire Adventiste, at Collonges-sous-Saleve, France, which last year had an enrollment of about 130 students. A recent addition to this school is the home for the workers' children of intermediate grade. A two-building hotel down the hill from the college has been purchased for this group, one building serving as the dormitory, the other as the school.

Also acquired during the past quadrennial period is the fine old villa which houses the Italian Adventist Bible Institute, in the beautiful Tuscan hills overlooking Florence. This school had some 50 students last year.

A 1949 addition to the educational facilities of the division was the purchase of the historic "Schloss Bogenhofen" on the Inn, near Braunau, Austria, which houses a small school of great promise for our work in that land.

The church school work in this division is being strengthened. The three older schools of Switzerland report successful years, and a fine schoolroom is being provided in connection with the new chapel in Berne. In the Franco-Belgian Union there are good church schools in Strasbourg and in Brussels.

From the schools in Rumania, Spain, Czechoslovakia, and Hungary we have no statistical reports, but we know that the brethren are carrying on with good courage. Our Portuguese training school, which was for some time conducted in a 500-year-old monastery, has been temporarily discontinued due to local religious prejudice; but plans are under way to reopen this school in new quarters.

Good reports also come from the mission fields managed by the Southern European Division. Ankadifotsy, at Tananarive, Madagascar, had an enrollment last year of 650. Madagascar has five small elementary schools besides, with enrollments from 45 to 110. Also near Tananarive is the Indian Ocean Training School, with ten teachers, three assistants, and last year 375 students. Strong schools are operated on Mauritius and on the Portuguese island of St. Thomas.

British Union

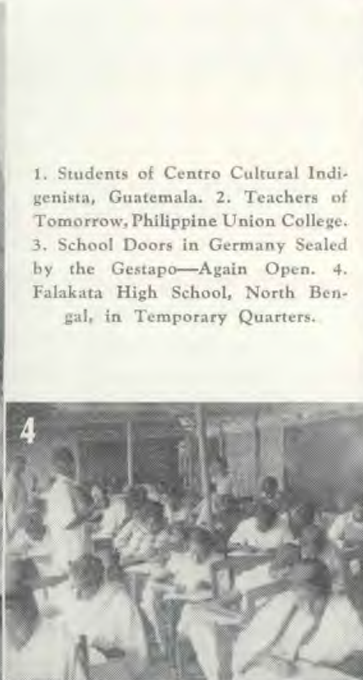
On the level of higher education the British Union Conference maintains two excellent schools: Newbold College, at Bracknell, Berkshire, near Windsor; and the Stanboroughs Secondary and

Preparatory School, at Watford, just out of London. During the past three years the enrollment in these two schools rose from 194 to 215, not including the elementary sections. For the past school year they employed 22 teachers.

The union maintains five elementary schools, with ten teachers and a total enrollment of 202 pupils. In addition to those attached to the higher schools, elementary schools are located at Wimbledon, Walthamstow, and Plymouth.

Middle East

During the four-year period the number of elementary schools in this union has increased from 12 to 22; secondary schools, from three to six, so that there
(Please turn to page 54)



1. Students of Centro Cultural Indigenista, Guatemala. 2. Teachers of Tomorrow, Philippine Union College. 3. School Doors in Germany Sealed by the Gestapo—Again Open. 4. Falakata High School, North Bengal, in Temporary Quarters.

“Quiet! Genius at Work!”

W. Homer Teesdale

PRESIDENT
HOME STUDY INSTITUTE

HALF in humor and at least half in serious thought the sign is posted in many places. There must be some connection between the undisturbed thought of the recognized scholar or the experimentation of the skilled discoverer and the quiet of the study or laboratory.

Let the shouts of the crowded market or the buzz of friendly conversation have their places; but the solitude of a mountain cabin, the calm of any isolated spot will generally be preferred to the city street or the crowded club room if concentrated and constructive thinking is to be done.

The achievements of the quiet study emphasize its place in modern life. Stimulus or inspiration may come in the crowd, but real intellectual growth comes to him who masters thought problems for himself, and struggles ever upward. If, while analyzing and building, the student has at hand just enough helpful and guiding suggestions to prevent costly and delaying blunders, his progress will be more rapid and sure. With occasional opportunities to compare his development with that of others he gains confidence in his achievements and goes on to greater ones.

The home study plan makes it possible for isolated students to grow in mind and spirit, and to learn principles of service as do others in the regular schools. To their very door it brings instruction. In addition to gratifying personal benefits, each individual contributes his special gifts to the spiritual and intellectual wealth of the church. Confidence and strength, born of wholesome unity, are the result.



H. A. ROBERTS

In addition to profitable entertainment for leisure hours, study at home provides an increased readiness for richer living and nobler deeds. It helps to brace unprepared or unsteady shoulders for their share of the gospel task. It strengthens intellectual fiber to match opposing forces and puts the student in tune with the melody of the gospel work.

The Home Study Institute is a worldwide organization intended to serve the church in all lands. For forty years since its founding it has helped the purposeful and industrious student on toward worthy goals. At a low cost its services are available to all. Courses of instruction are offered in Bible, history, the languages, and many other helpful subjects. All are intended to enrich personal thought and life, and to prepare for a wider and more effectual ministry. Since

(Please turn to page 53)

For a Better-trained Ministry

D. E. Rebok

PRESIDENT
SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

In order that we may assure every Seventh-day Adventist of a Seventh-day Adventist education, this denomination has established a system of schools, from the first grade of the primary through the secondary and college levels. Even beyond the college we have provided two institutions for specialized training: the College of Medical Evangelists, for the training of physicians, and the Theological Seminary, for the graduate training of ministers, teachers, editors, and administrators.

The Seminary began its work as the Advanced Bible School in 1934, using the facilities of Pacific Union College each summer. By 1937 the work was transferred to Takoma Park, and in January, 1941, the Seventh-day Adventist Theological Seminary moved into its own building located in the block occupied by the General Conference and the Review and Herald Publishing Association buildings.

Attendance.—From 1934 to the summer of 1944 we find that 854 workers attended the Seminary, but generally for only a short term of refresher work. It was not until the fall of 1944 that workers were encouraged to spend a full year in graduate study in order to qualify for the Master of Arts degree. The following table shows the attendance picture from the summer of 1934 to the summer of 1944, and then compares that record with the attendance from the autumn of 1944 to the spring of 1950:

TABLE SHOWING NUMBER OF TERMS ATTENDED BY EACH STUDENT 1934-1944 and 1944-1950

Number of Terms	Number of Individuals		Per Cent of Whole		
	1934-44 Summer	1944-1950 Autumn Spring	1934-44 Summer	1944-1950 Autumn	1950 Spring
1	393	455	46.	53.3	
2	265	119	31.	14.	
3	47	77	5.6	9.	
4	46	101	5.6	11.8	
5	17	43	2.	5.	
6	57	36	6.7	4.2	
7	18	9	2.	1.	
8	5	1	.5	.1	
9	5	7	.5	.8	
10		4		.5	
12	1	2	.1	.2	
	854	854	100.0	100.0	

This clearly reveals the change which came in the period from the autumn of 1944 to the spring of 1950. More and more of our ministers and teachers have looked to our own Theological Seminary for their graduate training. This has resulted in an increased attendance as well as in an ever increasing number of graduates on the Master's level qualified to meet the needs of the faculties of our accredited academies and colleges.

It is interesting to note that there were 854 students who attended the Seminary during the first ten-year pe-

The Theological Seminary, Washington, D.C.



THE JOURNAL OF TRUE EDUCATION

riod of our history, and that the very same number enrolled in the last five and a half years. In other words, the attendance has almost doubled. Today there are 99 fine men and women at work in the Seminary, thoroughly enjoying their studies and grateful to God and the General Conference for having established our own graduate school in theology. The prospects for the future are bright indeed.

The times demand better-trained men to represent our work, men equipped to meet the best and keenest minds in the world of politics, science, and religion. Our best are none too good properly to represent God and His remnant church in this modern world.

Graduates.—State and regional accrediting association requirements for teachers are not unreasonable. They ask for well-qualified men and women teachers who are to be entrusted with the most important and the “nicest” work ever given to men—that of molding the character of boys and girls, of training youth for life and living. They are asking for teachers trained on the Master’s level for the academies and on the Doctor’s or B.D. level for the colleges.

Bible, history, and Biblical-language teachers can satisfy their demands and reach their standards with a Master’s or a B.D. degree from our own Theological Seminary, with work rich in Seventh-day Adventist content and directly usable in the courses in the curricula of our own schools.

The Seminary granted its first Master’s degree in 1942, when five men completed the requirements. In 1949 there were 32 men and women who received their degrees. A glance at the following table not only reveals a trend but shows the kind of work in which these graduates are now engaged. Another point of interest is that 46 of the 118 graduates to date are now filling posts of duty in foreign mission fields or overseas divisions.

In case graduates from our Seminary

SEMINARY GRADUATES

Year of Graduation	Total		Continuing			Total Outside U.S.
	Grads.	Teach.	Min.	Ed.	Others	
1942	5	4			1	1
1943	3	1	2			
1944	5	4	1			
1945	8	7		1		2
1946	13	5	8			7
1947	25	18	4		3	13
1948	22	6	9	2	5	10
1949	32	20	4	6	2	12
1950 (March 1)	5	1	2	1	1	1
	118	66	30	10	12	46

FIELDS OF CONCENTRATION FOR SEMINARY GRADUATES

Year of Graduation	Archaeology	Bible	Ch. Hist.	Bib. Lang.	Speech, Homi.	M.A. in Relig.		Total
1942		3	2					5
1943	1	2						3
1944		2	3					5
1945		2	3	3				8
1946		1	4				8	13
1947	1	2	6	3			13	25
1948	1		6	6			9	22
1949	4	3	5	7	1		12	32
1950 (March 1)				1	2		2	5
	7	15	29	20	3		44	118

should find it necessary to continue in their respective fields of concentration for a Doctor’s degree, they will be accepted at Yale, Princeton, Columbia, Chicago, George Washington, and the University of Pennsylvania. This is indicative of the quality and standard of the work being done in the Seminary.

Not only do workers from overseas divisions come to the Seminary, but the Seminary is taken to the workers in their own countries abroad in what we call our Seminary Extension Plan. One such school was conducted in England in the summer of 1948 for the workers of Northern Europe, and another was conducted in the South American Division during December and January just past. More than eighty workers attended each of these sessions, among them union and local conference presidents, ministers, evangelists, teachers, and editors.

Plans are now under way to conduct similar Seminary Extension courses in Central Europe and the Australasian fields in 1951. It is the purpose of the Seminary Board to bring as many as possible of our workers in all parts of the world into the atmosphere of concentrated study of the great truths which have made us a people.

Spiritual and Medical Training Combined

George T. Harding, M.D.

PRESIDENT
COLLEGE OF MEDICAL EVANGELISTS

IN NO unit of their educational system has the courage and vision of Seventh-day Adventist pioneers been more brilliantly demonstrated than in that of medical education. In no field was it more difficult to bring about the structural and functional unity of academic and religious goals; yet in no field has it been more necessary or fruitful.

This difficulty was partly because of the apathy of medical educational leaders, partly because the curriculum of the medical course was already heavily loaded, and partly because the apparatus of medical education is inordinately expensive. Nevertheless, Mrs. E. G. White and other Seventh-day Adventist leaders recognized, almost a century ago, that a good doctor should have spiritual and moral as well as medical competence. Since no existing medical school provided or even sympathized with such three-dimensional training, Seventh-day Adventists decided to build their own. They have supported and augmented it continuously against manifold obstacles, indifference in many quarters, and determined opposition in some.

To visualize the beginnings of our medical educational work in proper perspective, one must remember that the period of the latter part of the nineteenth century and the first half of the twentieth century is often referred to as the "machine age of medicine." With the discovery of the cellular structure of tissue practically all medical thinking took on a material cast. It has been an age of glorious scientific achievement. Brilliant discoveries have been made in the fields of microscopy, bacteriology,

roentgenography, electrocardiography, blood chemistry, et cetera. The best minds have been fascinated with the remarkable technical advances, so that psychological and spiritual phases of illness have been almost entirely neglected.

It seems providential that the birth of a medical school consecrated to the conviction that the health of man is as much in his soul as in his body, as much in his heart as in his head, almost coincides chronologically with the beginning of this machine age in medicine. For decades the College of Medical Evangelists has been the strongest center of revolt against materialism in medicine.

From a denominational point of view it is apparent that during this period of mechanization in medical education the church would not have been able to find the kind of doctors it needed without a medical school suitably designed, dedicated, and directed. In medicine, as elsewhere, "the letter killeth, but the spirit giveth life." Letter-perfect doctors who are expert craftsmen may yet be quite unable to "minister to a mind diseased, pluck from the memory a rooted sorrow." A doctor may "understand all mysteries, and all knowledge," yet be as nothing if he have not charity. He may possess an M.D. degree and many others besides, but how can he minister to sick people unless he is wise, honest, and compassionate? Man does not live by bread alone; he does not recover by drugs alone.

Just as in general education there are outcries against the devitalizing effects of excluding religion from the curriculum, so today there are healthy signs of a

reaction against the so-called organic tradition in medicine. Psychosomatic medicine (medical recognition of mind-body relationship) stories appear in newspapers and magazines, and the phrase is heard in casual conversation. Recently a meeting of doctors and ministers was held in Chicago's Medical Center, and *Time* reported, "The doctors made news by asking the churchmen for a diagnosis." Andrew C. Ivy, famous research physiologist, who is also vice-president of the University of Illinois, said, "Medicine is the handmaiden of science and religion. Religious and spiritual realms overlap more with the healing arts and sciences than in anything else man does. Try as we might to separate them, we can't do it, because that is the way we are built." Missionary E. Stanley Jones states, "A doctor must train . . . spiritually as well as physically. . . . Fifty per cent of sick persons need prayer more than pills, aspiration more than aspirin, meditation more than medication."

"It is heartening to hear from non-denominational sources confirmation of our principles, for this kind of medical education is the distinctive difference between the College of Medical Evangelists and any other medical school. Here we do not stop at saying that a doctor *should* train spiritually as well as medically; we make spiritual training an integral part of the school program. Religious courses are included in the cur-

Pathology Building, College of Medical Evangelists,
Loma Linda, California



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riculum; spiritual disciplines are taught as vigorously as medical disciplines; devotional exercises are part of every day's routine. Furthermore, and more important, as far as possible we surround the student with teachers who embody the qualities we strive to inculcate.

By its reconciliation of spiritual and scientific values, the College of Medical Evangelists has shown that a medical school can be more than a scientific assembly line. By careful selection of students and teachers, by setting a pattern wherein moral and spiritual excellence are properly weighted with academic attainments, it has successfully supported in theory and in practice a style in medical education so revolutionary that we ourselves are not yet sufficiently aware of its vitality and importance. It has shown that in the field of medical training, religious and educative forces may powerfully supplement each other. Emphasis on spiritual as well as scientific values is essential to the development of well-rounded Christian physicians.

There are good reasons for believing that education without religion is dangerously schizophrenic. Has not education, particularly scientific research, brought us the H-bomb and many lesser crises, without equipping enough of us with the moral fiber and spiritual understanding to deal with them? Seventh-day Adventist pioneers foresaw the defects of education without religion. The church's major educational contribution is the impressive demonstration, in a

series of "working models," that schools designed to cultivate "the heart as well as the head," the conscience as well as the mind, are successful. This is notably true in the medical school, where the attainment is the more remarkable because of special difficulties.

The Fact Is-

ACCORDING to the latest available reports from the world field, there are 3,650 Seventh-day Adventist elementary schools, with 5,598 teachers, serving 150,692 pupils. This is an increase in enrollment of more than 27,000 in four years.



CHILDREN of Adventist parents attending school in the United States choose the Adventist school in this ratio: elementary, three out of five; secondary, five out of eight; college, four out of five.



THE colleges and academies of the North American Division during the past school year furnished \$2,620,656 worth of work to students to assist them with meeting school expenses.



AT least 4,475 persons have been sent into denominational work by the Seventh-day Adventist secondary and advanced schools throughout the world during the past four years.



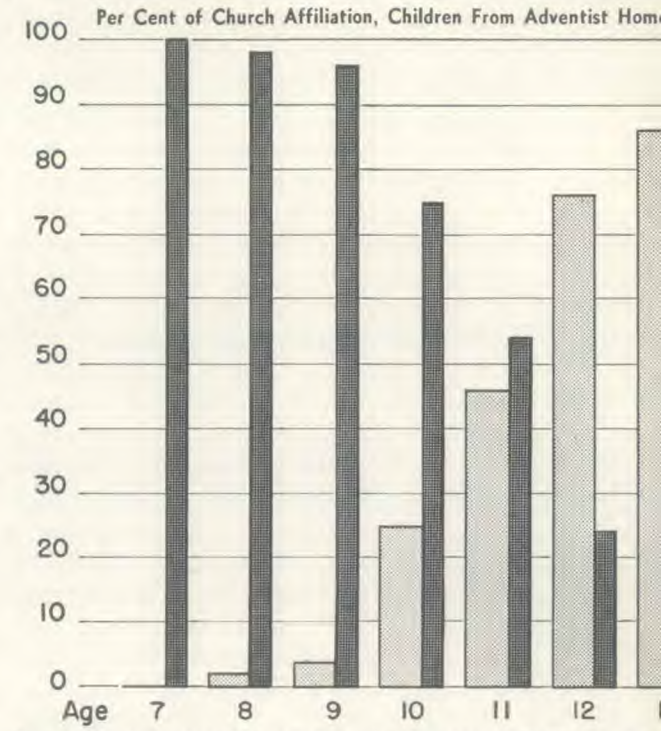
THE average teaching experience of the church school teachers in the North American Division is six years.



DURING the past four years the North American Adventist colleges have granted 2,349 degrees.

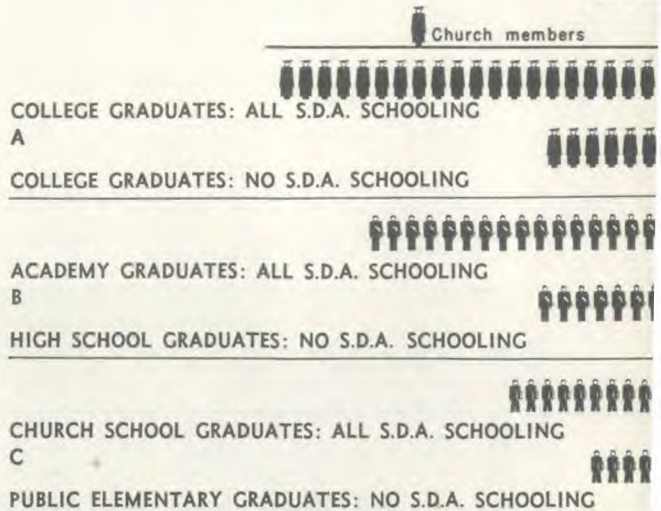
CHRISTIAN

CHURCH AFFILIATION IN RELATION TO ATTENDANCE



Data comes from the 1949 sampling of Adventist population in the

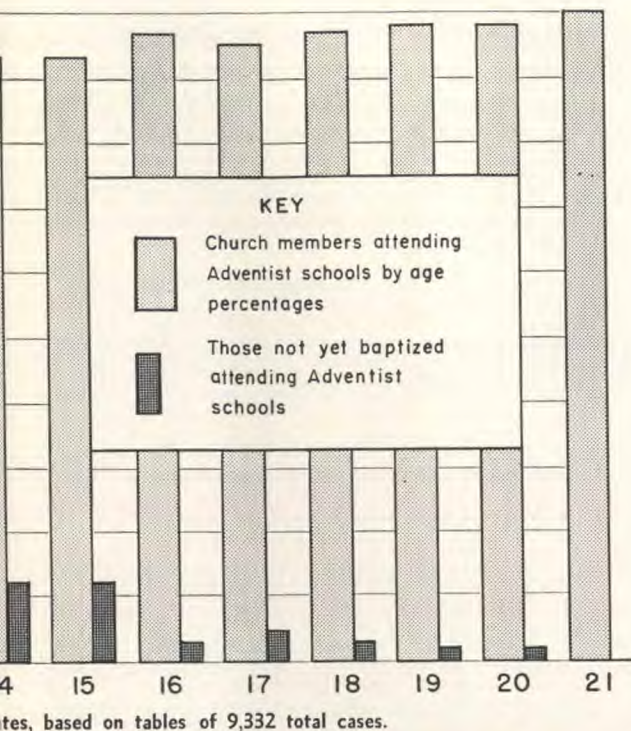
INFLUENCE OF ADVENTIST SCHOOLING UPON ADVENTIST CHURCH MEMBERSHIP



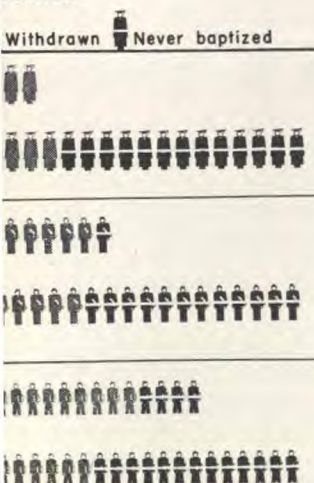
All persons represented come from homes in which at least one parent is a Seventh-day Adventist. All have discontinued school attendance: C, elementary education. Each figure represents 4 per cent or major fraction. From 1949 sampling of S.D.A. population in the United States, based on

ATION PAYS

T ADVENTIST SCHOOLS IN THE UNITED STATES



RCH RELATIONSHIPS AMONG CHILDREN FROM IOMES



Adventist.
more than twelve grades; A, college graduates or beyond.

358 cases.

More Facts

THE average student in our North American colleges invested during the year \$730 in his own education, of which amount \$204 was in labor provided by the college. The denomination invested in him \$44.71 from operating subsidies paid to the colleges.



THE denomination's secondary and advanced schools throughout the world number 292, with 3,579 teachers and a combined enrollment of 30,082. This is an enrollment increase of 22.4 per cent in four years.



It costs at the rate of more than five U.S. dollars per minute to operate the elementary schools of the denomination around the world.



THE enrollment of students in the senior and junior colleges of the North American Division for the winter of 1949 totaled 8,118.



THE world membership of the church has a per capita investment of U.S. \$54.66 in the denomination's schools of all grades.



IN the North American schools of all grades during the past four years 9,488 students were baptized.

"By Their Fruits"

Two Against the Devil

THEODORE PIERRE-LOUIS is a graduate of our Haitian Seminary. Because Theodore is a versatile and upright man, the government of Haiti has pressed him into service in the government schools. Well-educated, godly men are not too common in illiterate and voodoo-ridden Haiti. Besides being the principal of an important industrial school in the interior of the island, Theodore is pastor of an Adventist church and leader of a number of companies of believers.

In his community Theodore is known as "he who delivers from evil spirits." His great faith, linked with God's power, has been instrumental in bringing healing and release from devils to many.

One day Theodore received an urgent call to come to the home of a woman who was tormented by an evil spirit that wicked neighbors had paid the voodoo doctor to invoke. Her family had spent their money for medical doctors and friendly voodoo priests, but without bringing relief to the woman.

When Theodore arrived he instructed the family to remove from the house all fetishes and voodoo concoctions. When he was assured that this had been done he began to pray. He prayed and prayed, but without answer from the Lord. Then he told the family that he was sure the Lord wanted to come into that home, and that there must still be objects of devil worship about, or his prayers would have been answered. Then the husband of the sick woman confessed that there were some bones hidden in the thatched roof and some bottles buried under the dirt floor. When these had been removed Theodore again prayed for the delivery of the woman from Satan's power. For three days he prayed and fasted. The woman was completely healed and freed from the voodoo spell. Today she rejoices in the Advent truth.—Inter-America, Arthur H. Roth reporting.

God's Champion

WALTER KLINGE was well on the way to fame as an all-round athlete and a breaker of swimming records when he gave his life and strength to the Lord. The tearing experiences of war, followed by four years as a prisoner of war, had sobered Walter and made him think of the fundamental things of life.

This young man with the impressive physique and the serious face is now training at Darmstadt, Germany, to become a Seventh-day Adventist minister. Because he has put aside a promising and financially profitable career as an athlete, he is without funds to pay for his education. To meet expenses, and also that he may be active as an evangelist while in training, he sells books on his free Wednesday afternoons, as do many of the students.

Walter's personal field of labor lies in the villages of the Odenwald, twenty miles and more from the seminary. Here the poor and the sick, and especially the war casualties, the broken in body and spirit, are the objects of his ministry and his prayers, as he brings to them the light he has received in his seminary classes.—Central Europe, as reported in the *Frankfurter Rundschau*.

Christian Worker or Paramount Chief

JOHN ALFUL KWAKYE is a member of the Ashanti tribe on the Gold Coast of Africa. Through the matriarchal line he is of royal descent. His father was a fetish priest. Very early in life John learned to beat the drums and dance the ceremonial dances of the fetish priests. However, he began to think more and more of the things his mother told him about the true God, who was the Father of all men, and concerning whom a wandering preacher had told her long before.

As John grew older and the opportunity to attend a mission school presented itself, he went to learn more about the Christian God. As he learned to read and began to study the Bible he came to the story about the women who rested on the seventh day, the day before Sunday. When he wanted to discuss the matter in class the Bible teacher flogged him.

In time John learned that there was, not far away, a "Seven Days" mission. Soon he was enrolled in the Adventist training school, and again studying the Bible. By and by he was baptized, and his education was now for the purpose of becoming a worker.

Then came a great temptation. The paramount chief of his people was unseated, and John was next in line. A message was sent asking him to come and assume the robe of office. Again and again his people brought pressure to bear; but each time John sent back the message, "I would rather work for the Lord." Like Moses, his decision was based on eternal values.—West Africa, W. McClements reporting.



John A. Kwakye
Gave Up Chieftainship for the Truth

His Own First Convert

THE arrival in Austria in 1938 of the goose-stepping armies of Hitler inspired one young man to move out. He found a foster home in a quiet Sussex village, in England, and here he became a devout fundamentalist Baptist. His next move was to the home of a bachelor uncle in New York.

In New York he attended high school. One of the teachers, a bellicose agnostic, took an interest in the boy and gave him a new outfit of clothing to replace his threadbare suit. Feeling that this placed the boy under some obligation to him, he urged him to give up his "silly" religious ideas. He also gave him a radio, to further his Americanization.

On the radio the boy heard the Voice of Prophecy, whose sermons and Bible lessons were food for his hungry soul. When the Sabbath lessons came he sent inquiries to several nationally known radio preachers, asking if this teaching were true. None of them replied. When his next step was to search out the local Adventist church, his uncle took him to a psychiatrist to be examined.

But the young man persisted with his Bible studies and his Adventist associations, and when he had finished his high school studies he presented himself at Atlantic Union College with \$30 in his pocket. In time he participated in a commencement, the beginning of service in the ministry.

About his life in a Christian college the young man writes:

"The happy association with Christian young people can be understood only by those who experience it. . . . I shall never cease to wonder how any Christian parent can deny this 'pearl of great price' to his children.

"A missionary once said that while he attended college he became his own first convert. To me, college gave an infinitely more thorough knowledge of the truth, and a correspondingly greater love for it. . . . I am profoundly grateful for our globe-circling chain of educational institutions, where 'our sons may be as plants grown up in their youth, . . . our daughters . . . as corner-stones, polished after the similitude of a palace.'"—North America, Paul Friewirth reporting.

Child Evangelists of Korea

THE little ship set sail from Muko, bound for the southern port of Pusan. Aboard were a missionary band, including several children from the church school. The plan was to win souls until they had exhausted the supply of rice the ship carried.

On the first morning after landing a strange procession made its way through the crowded streets to the market place. The men carried a table, and behind them trailed the children.

The table was set down at the market corner. One of the men picked up a small boy and stood him on the table, while the people gathered around to see what was going on. The crowd grew and was held spellbound as the child began to speak, quoting Christian Scripture and telling the story of Jesus and His love.

The beauty of the childish voice and the charm of the songs the children sang warmed the hearts of the listeners, and when invited by one of the adults to accompany the missionary band to the little hall they had hired for the purpose, many came to learn more of the salvation story.

Days went by; the company of believers grew as the supply of rice diminished. When the boat sailed on the return journey, the missionary band stood



Korean Child Evangelists

on the deck and waved farewell to the new converts on the shore, the nucleus of a new church.

When the missionaries told their story they were asked, "But why did you have the children do all the preaching?"

"The children can preach better than the old ones, because they are being taught from the Bible in the church school," was the answer.—Far Eastern Division, James Lee reporting.

Five Who Were Faithful

FIVE young women walked sadly from the office of the director of the government hospital nurses' school in Trinidad. They had completed their course at the Caribbean Training College, and now they wanted to be nurses. But the directors had told them that the qualifying examinations were to be given on a Saturday, and that nothing could be done to change the date—neither for Adventists nor for anyone else. However, to keep their disappointment from being absolute, the director instructed the young women to have their transcripts of credit sent to the matron of the hospital just in case.

The five returned to the school in the valley and told their plight to fellow students. Prayer meetings were held twice daily as the "examination Saturday" drew near. Still no word came. Prayers on Friday were especially fervent. The day passed, and evening shadows were slowly falling over the dormitory. In the business office of the college the staff members were getting ready to close, when the phone rang. The hospital matron's crisp voice spoke from the other end of the line:

"Please tell the young ladies who have requested admission into the school of nursing not to come for their interviews and examination tomorrow. We shall not be able to give them attention. Tell them to come next Tuesday."—Inter-America, Percy W. Manuel reporting.

Little Angel's Declaration of Independence

HER name means "Little Angel," but this was anything but what she looked like when she arrived at the mission school. She was dusty, tired, and hungry. Her scanty clothing was in shreds, and the little bundle she carried, containing all her worldly goods, was no bigger than a melon. She had no coat, and she had no blanket, though the weather was chill. In her eyes was a look of misery and mute appeal, with something of determination and hope to justify our accepting her for school.

Little Angel was the product of vicious and superstitious surroundings but the daughter of a chief; and more important, she hated the depravity about her and longed for a better way of living. Where she was she could look for nothing better than marriage to a drunken and lazy heathen, for whom she would work hard and bear many babies, most of whom she would soon bury.

When the village elders decided that Little Angel was ready for marriage, and set the *lobola*, or marriage price, to be paid by the next in line of the eligible bachelors, a coarse and vicious fellow whom Little Angel feared, she decided that something would have to be done—so she ran away and came to the mission school.

Now she has successfully passed the teacher-training course in the school, and is dedicating her life to teaching her people how to find the same happiness and the same good life that she has found in the mission school, because she had the courage and the initiative to break with her old life.—South Africa, Mrs. L. A. Edwards reporting.

A Lasting Impression

WHEN the young government worker who presented herself at the dean's office announced that she wished to enroll in order to become a church school teacher, that school official could scarcely believe his ears, or his eyes. The girl did not look like an Adventist, and it was obvious that just before entering she had fortified her nerves with a cigarette.

The dean began explaining that only Adventists were employed to teach church school, that this meant she would have to become a church member, which would undoubtedly mean a change in her life. She interrupted, stating that she knew all that, and that was exactly what she wanted to do.

"You see," she said, "I once attended a church school." And she went on to explain.

Her mother had died the day she was born. Her father, unable to take care of her, placed her in a home. As she and the other little girls grew and entered school, the woman who ran the home, though not herself a Christian, became disturbed about the habits and language the little girls were learning. One day, as she was out for a drive, she came across a small Seventh-day Adventist church school, and inquired about the work done there. She put the girls in this school, because it was the best possible environment she could provide for them, paying the tuition out of her own earnings.

Soon the youngsters were coming home with new ideas about what they should eat and on what day they should go to church. The girls were so persistent, and in general they had shown such marked improvement, that the matron at the home found it easier to change her routine than to argue with the children.

Presently the girl went back to her father, a Greek Orthodox Christian, whom she found less co-operative than the matron of the home. So she ran

away, and had no further contact with Adventists through the years she was growing up. In time she went to work, finding a place for herself in government service.

Then—but let her tell it in her own words:

"For the past three Sabbaths I have been impressed, after all these years, that I should not be working on that day. Through the years I have been successful, and I have prospered; but I have not found lasting satisfaction. As I look back I have come to the conclusion that the one person in all my experience who was really making a contribution to the world in a soul-satisfying way was that church school teacher who taught us many years ago. So here I am, asking to come to a school where I will again be associating with Adventists. I want to become one, and then I want to become a church school teacher."—North America, C. N. Rees reporting.

How a West Indian Hindu Found Christ

To our West Indian Training School in the beautiful Jamaican highlands came Gurud Persaud, a twenty-year-old Hindu boy from British Guiana. He wanted to prepare to enter a medical college, and the Jamaican school had been recommended to him as the best preparatory school within reasonable traveling distance. But he had also been warned by his neighbors and Hindu relatives that he must be on his guard, or the Adventists would draw him into their ranks.

In his own words, "Hardly had I put my suitcase under the bed in the dormitory when one of your eager 'Share Your Faith' students came over and inquired, 'Are you a Seventh-day Adventist?' 'No,' said I; 'and what's more, I'm a Hindu and I don't want anything to do with anything that's religious. I came here for an education.'"

For six months Gurud pretended complete indifference to the religious program in the school. His grades in Bible were low; his other grades were excellent. But all the time he was aware that the environment in which he moved was different from that at home—no rough talk, no quarreling, no threats of legal action, no drinking, no smoking. Teachers and students lived good lives. They and the Adventists who came to the school to visit were obviously superior people.

Then one day Gurud admitted to a fellow student that he was interested in the doctrine of Christ's second coming—just for the sake of being informed, since he was already a believer in reincarnation. So Bible studies were arranged for, and Gurud became a subject of prayer by his fellow students. During the Week of Prayer, Gurud gave his heart to the Lord.

He says: "I cannot reason how it all happened. A power so great that I could not resist took possession of me. My kin are disappointed with me, but every week I prayerfully and lovingly send them literature. Possibly someday they will understand and believe as I now understand and believe. I still hope to become a doctor, but I also want to become a preacher of the truth."—Inter-America, Arthur H. Roth reporting.

First Fruits From Bassa

JESSE came to the mission a bare-footed, naked boy, who spoke not a word of English. As the months passed he learned the language of the school, and his mind absorbed like a sponge the truths he heard.

One day one of his countrymen from the interior came to visit. Until late that night Jesse told him of the wonderful things he had learned. The next day was the Sabbath, and Jesse brought his friend to church. Then the friend went back into the interior.

The following Sabbath he was back with twenty-three others. They had walked more than twenty miles to attend the services and to see the mission and the transformed Jesse.

As a result of Jesse's enrolling in the school, we have a new outstation with eighteen baptized members and more than forty enrolled in the baptismal class—all because a native African boy told what he had learned in the school at Bassa!—West Africa, W. McClements reporting.

Up From the Underground

THE stranger held out a tract to the young passer-by.

"What is this?" the young man asked.

"It is a tract published by the Seventh-day Adventists. They are holding meetings in town, and I wish to invite you to come."

"Who are you? You do not talk like a Swede; you talk like a Norwegian."

"I am a Norwegian. And I am an Adventist preacher. I felt it best to leave Norway since the occupation—you know how it is with some of us. It cannot be home to us as long as the Nazis are in control. What about yourself? Here we speak together on the street of a Swedish town; but if I mistake not, you are a Dane."

"I am a Dane. Like you, I did not feel comfortable, so I came here to Sweden. I will read your tract."

He did, and he became interested and attended the meetings. In time a friendship sprang up between the two men, and when the Dane felt he could trust the other he told him that he had been a member of the Danish underground, and had barely escaped when the Gestapo discovered their hiding places.

A period of struggle began in the mind of the young Dane. Should he give up his trade and his habits—both out of harmony with the new light? When his friend told him that Adventists do not smoke, he declared that was the last thing he would ever give up. Finally he told his friend, "I want to keep on seeing you, but please do not talk religion to me any more."

Then he went hunting for a week, but he found no peace of mind. Returning, he sought out his friend and told him he was ready for baptism. Together they journeyed to Ekebyholm, our Swedish school, where a baptismal service was to be held. Here the young Dane was baptized on the day the Nazis capitulated in Denmark and Norway.

He attended school in Sweden, then in Canada, and finally at Atlantic Union College. He hopes soon to study medicine at the College of Medical Evangelists.—North America, Johannes Thomsen reporting.

They Do It This Way

ONCE I was a *pukka* faithful Congress boy taking active part in the movement to drive the English out of India in order to have only Hinduism. I never liked those Christians who were studying with me in 1942.

That summer I read a pamphlet a preacher had given me, and found in it something I had never known before. It was the Word of God in that

small book. I read about the Creator, the Son of man, Christ Jesus and His sacrifice, and His coming again. I was really surprised to learn these things.

I wanted to learn more, so I found a little church in my town and asked where I could go to school to learn more. The preacher recommended Lasalgaon school, where I came under the influence of Pastor R. S. Lowry, who soon arranged for me to go to Spicer Missionary College, where I got a full knowledge of true Christianity and the denomination I belong to at the present time.

Now I am a regular worker in the cause of God. Thank God for the wonderful miracle He used in bringing me to His fold.

I would like to mention here that I am the only person who is a Christian in my family and I have a great burden to show the light to my brothers and sisters before it is too late. I want to request you, the readers of this story, to please remember me and my brothers, who are still in darkness, that they too will have a place in that eternal, glorious kingdom.—Southern Asia, Shahu G. Kamble reporting.

"All Things Work Together"

THE slender Spanish girl working in the school's chenille shop—how did she get there? The answer is a story of providential leadings.

When Esther was thirteen years old her mother took her to the evangelistic services she was attending in the South American city that was her home. Catholic neighbors began talking, and when word reached the parochial school Esther was attending, she was told not to return.

The father was an influential and well-to-do traveling man. When he learned of the new religious interests of his wife and daughter, and of Esther's dropping out of the school, he became very angry. Wife and daughter were ordered to give up their "foolishness," and Esther was told she would have to go back to school. The poor girl was greatly distressed. How could she go back to a school where she was not wanted unless she would renounce the truths which had become dear to her? The school she really wanted to attend was the Adventist training school, but of course her father forbade this.

On the Sunday before she was to return to the Catholic school, the family had a picnic. The boys were shooting birds, when her brother, in picking up one of the guns, caught the trigger and accidentally shot her through both legs. As she gasped with pain and pressed her hands over the streaming wounds, her first thought was, "Now I do not have to go to school tomorrow."

It took all summer for the wounds to heal and for Esther to learn to walk again. Then one day her father came home from a long trip and called the girl to him. Expecting another tirade about her religion, Esther went tremblingly. To her astonishment, her father handed her fifty dollars and told her to get packed—he was letting her go to the Adventist boarding school.

Esther had a wonderful year, learning more of the truth, and associating with Adventist young people and teachers. But all that came to an end when her father unaccountably changed his mind again, announcing suddenly one day that Esther and the other children were to be sent to North America, and their mother would go with them.

God works in mysterious ways. The family settled in New York. Presently two brothers went to New Mexico to work, and Esther came to Southwestern Junior College, to be with Adventist young people again and to prepare for Christian service.—North America, Esther Vega reporting.

SCHOOL NEWS

LA SIERRA COLLEGE STUDENTS conducted a series of 18 evangelistic meetings at Bloomington, California, during the winter and early spring, as a result of which five were keeping the Sabbath and had signified their intention to be baptized when the series closed March 5, and students were still giving Bible studies each week in the homes of 73 persons. A branch Sabbath school has been organized, with 75 attending regularly. Some 200 students participated in the effort, and nearly 13,000 pieces of literature were distributed.

DO MISSION SCHOOLS PAY? "In many of our local mission fields in this [Southern Asia] division, the entire mission staff is composed of nationals trained in our schools, from the mission superintendent down through to the humblest village worker. . . . Students in our high schools have . . . gone out as student colporteurs, preached the message, . . . created interests, earned their scholarships, and later graduated and taken their places as workers."

THE CRAFTS AND ARTS CLUB of Walla Walla College industrial arts department has established a cooperative employment bureau, the purpose of which is to help locate part-time employment for its members. The building and mechanical trades are stressed, and already the bureau has established a good reputation.

NURSING EDUCATION IN THE PHILIPPINES received a boost when, at the end of the first semester in January, eleven pre-nursing graduates of Philippine Union College were accepted by the rehabilitated Manila Sanitarium and Hospital—the first class to start training since the war.

TWENTY-ONE CHURCH SCHOOLS are in operation in Indiana this year, under the guidance of 27 teachers, and with a total enrollment of 425. Major improvements have been made in several of the schools the past year.

THE UNION COLLEGE GOLDEN CORDS CHORAL gave an outstanding performance at the Midwestern Westminster Choir clinic and festival held in Kansas City, Missouri, last February 5.

EMMANUEL MISSIONARY COLLEGE this year presents the largest graduating class in its history—158 members, representing 26 States and several foreign countries.

NINE STUDENTS WERE BAPTIZED at the close of the spring Week of Prayer at Maplewood Academy (Minnesota), which was conducted by Elder T. S. Hill, pastor of the First Seventh-day Adventist church of Minneapolis.

THE PACIFIC UNION COLLEGE A CAPPELLA CHOIR scheduled twenty-one concerts on its twenty-third annual tour of California churches and organizations, beginning March 29 at San Jose and concluding April 29 at Santa Rosa.

F. L. PETERSON, president of Oakwood College, made a three-week tour of our churches and institutions in Jamaica during last December and January, with the purpose of strengthening the bond between the college and the mission field.

THE FACULTY OF GEM STATE ACADEMY (Idaho) presented a benefit program last February 18, at which time \$150 was raised for the new gymnasium project. The students are also working hard on the project, and more than \$800 has been raised.

THE BENEDICT MEMORIAL SCHOOL (Adrian, Michigan) was dedicated free of debt last February 4, made possible by the sacrificial generosity of the members of the constituent churches of Adrian, Morenci, and Prattville, and by a gift of \$4,500 from the Tecumseh Products Company.

HELDERBERG COLLEGE (South Africa) has reorganized its courses so as to permit its students to be registered with the University of South Africa as external students. The eleven qualifying courses are spread over four years instead of the usual three. In this way Bible and other denominational professional courses are provided for. Students who pass the eleven external examinations at the end of the fourth year will receive the B.A. degree from the University of South Africa and will also have completed denominational courses which make their work equivalent to senior college work in other lands.

SUNNYDALE ACADEMY (Missouri) is justly proud of its outstanding dairy plant, which comfortably accommodates the 132 head of dairy stock and provides for the pasteurizing and processing of a full line of dairy products for the academy dining room and for sale, both retail and wholesale, in Centralia. Practically all labor in the dairy is performed by students, giving invaluable training as well as paying \$5,000 yearly on school expenses to the dairy boys.

L. A. KRANER, head of the Bible department of Caribbean Training College, is conducting a series of evangelistic meetings in the near-by church at Arima, where more than 300 persons attend regularly and a large number have already taken their stand for the truth. Several students are assisting with music, picture lectures, and in other ways.

EDUCATIONAL DAY, SABBATH,
July 8, 1950

There should be an educational rally in every church. Please use the excellent program materials presented in the July issue of the *Church Officers' Gazette*.

AT SOLUSI TRAINING SCHOOL (South Africa), on Sabbath, December 10, A. W. Austen invested 7 Master Comrades, 19 Companions, 55 Friends, and 42 Helpers. Six of the Master Comrades were African natives—the first Africans ever to be thus invested. At the close of the Sabbath 52 candidates were baptized.

COLUMBIA ACADEMY (Washington) missed only two days of school on account of the January sleet and snow storms which cut off electricity and left the school without heat, light, or water. Many of the public schools of the area were closed for most of the month.

COLLEGE DAY AT PACIFIC UNION COLLEGE, March 6, brought to the campus more than 200 academy seniors from eight northern and central California academies, for their introduction to college life and activities.

WISCONSIN ACADEMY DAIRY produces 1,700 pounds of milk per day for the Chicago market.

LODI ACADEMY (California) presents a senior class of 47 members this year of 1950.

EIGHTY-FIVE JUNE GRADUATES in the 1950 class of Washington Missionary College were formally presented on February 24.

LESLIE HARDINGE, instructor in religion and evangelism at Union College, received the degree of Master of Arts at the Seventh-day Adventist Theological Seminary on March 1, with homiletics and speech as his major subjects.

UPPER COLUMBIA ACADEMY (Washington) has recently installed asphalt tile floors in the corridors of the administration building and in the home economics laboratory. This not only increases the attractiveness of the building but simplifies the general maintenance.

IN THE MIDDLE EAST UNION MISSION one school—at Amman, Jordania—this last year was fully self-supporting, "having an income that paid the salaries of all the teachers, covered the running expenses of the school, and provided for some necessary repairs to the school building."

WISCONSIN ACADEMY typing classes organized a "No Errors Club" at the beginning of the second semester. Of the nine members of the club, Marcia Erickson has made a record of 74 words per minute in a regular speed test, with no errors; and Verla Hagel has presented a perfect copy in each speed test given since the club was organized.

IN THE EAST AFRICAN UNION MISSION, as also in other non-Christian fields, our schools serve at least a fourfold purpose: They evangelize the thousands of heathen who come. They raise the standard of living—children are better educated than their parents and naturally demand a better-educated worker group. Boarding schools are established in local tribes to give boys preliminary education and evangelization, then send them on to a central training school to prepare for work among their own tribesmen. Girls' schools teach fundamentals of housewifery and child care, as well as elementary school subjects and religion; thus they provide capable Christian wives for the young workers, who help greatly to lift the standards among the women where they labor.

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- North American Council of S.D.A. College Bible, History, and Music Teachers—at Pacific Union College.
- General Conference Workshop on Bible Teaching Materials—at the college.

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- More than 120 individual course offerings this summer.
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V. L. Bartlett, *Principal*

RAYMOND MEMORIAL TRAINING SCHOOL (Northeast India) is in process of development on a beautiful 525-acre farm near Falakata. Pastor and Mrs. M. G. Champion, one other teacher, and 25 students have "set up shop" in tents while the buildings are being constructed. Nearly 200 acres of land have already been planted to jute, rice, peanuts, and garden produce. The print shop has been set up in a mat hut to begin with, and printing is done in English, Hindi, and Bengali to supply the needs of the field.

THE SPANISH CLASSES of Southwestern Junior College journeyed by automobile to the Mexican Agricultural and Industrial School (Montemorelos, Mexico) for a week end in a hundred per cent Spanish environment the first of February.

THE WEEK OF PRAYER at Caribbean Training College (Trinidad) was fittingly climaxed by the baptism of 11 students on November 5, 1949.

THE NEW MONTEREY BAY ACADEMY (California) presents 32 members in its first graduating class.

SCHOLARSHIP BONUSES AMOUNTING TO \$474 were awarded student colporteurs of Caribbean Training College (Trinidad) in recognition of their literature ministry during 1949.

THE CHOIR, SEMINAR, AND BAND of Lodi Academy (California) united for programs given at a number of surrounding towns. They have also been active in enrolling members in the local Bible Society, which now numbers more than 400.

RESULTS OF FIELD-ADVENTURING DAY at Atlantic Union College, Sabbath, March 11, were summarized as 673 contacts, prayer in 307 homes, 2,538 pieces of literature distributed. Many students reported that they were just beginning to enjoy the work when it was time to stop.

FIVE MOSLEM YOUNG PEOPLE gave their hearts to Jesus as their personal Saviour during the 1949 fall Week of Prayer at Middle East College (Beirut, Lebanon). No more than five Moslems have ever taken their stand for Christ at any one time in the history of Christian missions in these countries.

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Offers the best in Christian education.

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Watsonville, California

Activities of the Department of Education

(Continued from page 7)

College, for the textbook in biology; Dr. Mabel Cassell, of Washington Missionary College, Alice Neilsen, of Pacific Union College, Ethel Johnson, of the Oregon Conference, and Louise Ambs, of Emmanuel Missionary College, with their respective committees, for work on the completed and forthcoming elementary textbooks in Bible and reading, and the accompanying manuals and workbooks; and the Pacific Union Conference Department of Education, for collecting the materials for the *Source Book for Devotional Exercises*.

The problem of teacher supply continues to plague the denomination, as it does nations and organizations. We have unemployed but thoroughly competent and eligible Adventist teachers for the secondary and college levels, while on the elementary level the number of uncertificated teachers is rising, and would be even greater were it not for the large number of limited or emergency certificates which have been issued. By encouraging schools to organize Teachers of Tomorrow clubs, and providing program materials for these clubs, the department is seeking to assist in the recruitment of elementary teachers. Latest reports show sixty-four active clubs.

By the improvement of its placement service the department is seeking to as-

sist the schools and colleges that have vacancies to find suitable teachers, and at the same time assist unemployed teachers to find positions. Files of employed and unemployed teachers of secondary and college level in the North American Division have been developed, classified by education and experience, so that qualified persons can quickly be found. These files now cover almost one hundred per cent of the North American teaching personnel, and it is planned to expand to cover overseas teachers as there is demand. Early in each year employing organizations are sent a check list of available teachers, who are Adventists in good standing as to church relations and professional qualifications.

This report would not be complete without mention of the faithful and unstinted labor and devotion of the staff in the department office; nor, without this excellent service, would the work of the department have been effective.

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Write for Bulletin

\$20,000 WORTH OF BUSINESS A MONTH is the average record of the Southern Missionary College store.

APPROXIMATELY 100 STUDENTS from Southern Missionary College expect to engage in the colporteur ministry in the Southern Union territory this summer.

WALLA WALLA COLLEGE students have been giving around 70 Bible studies a month to interested persons in College Place, Walla Walla, and in the surrounding area, in cooperation with the literature bands.

AN EDUCATIONAL CONVENTION was held in Berlin-Zehlendorf, Germany, last December 16-22, attended by 16 teachers from the three schools now operating in the Central European Division—Friedensau, Marienhöhe, and Neandertal. This, the first such meeting in 23 years, was directed by W. Müller, educational secretary, assisted by A. Minck, president of the division. The convention was greatly appreciated by our educators in Germany as an opportunity to unify the work and to safeguard the denominational interests.



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Write to Registrar

Walla Walla College

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"THE SCHOOL OF TODAY FOR THE LEADERS OF TOMORROW"



H. E. WESTERMAYER, head of the history department of Walla Walla College, will be on a study tour in Europe this summer. Pacific Press Publishing Association has recently published Dr. Westermeyer's book, *The Fall of the German Gods*, a background study of world trends.

CARIBBEAN TRAINING COLLEGE announces changes in staff made by the board at its January meeting: I. W. Baerg, industrial manager; Miss Linda Austin, treasurer; L. Lawrence and J. Grimshaw added to the teaching staff.

THE MEN'S AND LADIES' GLEE CLUBS of Atlantic Union College presented sacred and secular music programs in many churches and institutions of New England during February and March.

THE BAND OF UPPER COLUMBIA ACADEMY (Washington), directed by Raymond Mathews, gave a number of concerts in near-by cities and towns during the spring months.

MISS ROWENA PURDON was guest of honor at the Teachers of Tomorrow Club at Atlantic Union College the evening of March 12.

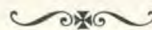
THE SPRING WEEK OF PRAYER at Auburn Academy (Washington) was climaxed by the baptism of 18 students on Sabbath afternoon.

BETWEEN 50 AND 60 STUDENTS of Pacific Union College plan to participate in the colporteur ministry during the summer vacation.

HILLCREST SECONDARY SCHOOL (Cape Conference, South Africa) opened this year with an initial enrollment of sixty. A new building is under construction.

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The REGISTRAR

TEACHERS OF TOMORROW CLUBS at Philippine Union College and the five academies of the union are turning the eyes and hearts of fine young people toward the teaching profession. Already more than 6,400 elementary pupils and 1,300 academy students are enrolled in the Philippine schools, manned by 210 elementary teachers and 52 academy teachers. When more teachers are trained, more schools will be opened, and more youth will have the opportunity of a Christian education.

AT SOUTHERN MISSIONARY COLLEGE 26 students were baptized into the Seventh-day Adventist Church during 1949. An additional seven students were baptized at the close of the recent spring Week of Prayer, and nine pupils in the elementary school plan for baptism May 20.

EDWARD L. GAMMON is the new principal of Wisconsin Academy, replacing H. F. Lease, who has accepted the call to be dean of men at La Sierra College.

THE IDAHO CONFERENCE reports a total enrollment of 379 in its sixteen elementary and intermediate schools.

THE APPLIED ARTS DIVISION of Southern Missionary College reports 125 students enrolled in industrial arts courses, 20 of whom are majoring in this field.

KINGSWAY HIGH SCHOOL (Jamaica) closed its 1949 school year on December 11, with graduation of 13 senior students, who unanimously rededicated themselves to Christian service.

THE MEN'S GLEE CLUB of Atlantic Union College presented a program of sacred music over radio station WKRT, Cortland, New York, on Sunday, March 12, while on tour in central New York.

THE WALLA WALLA COLLEGE CHAPTER of the American Temperance Society has been very active this year. Recently 18 speakers from among contestants in the oratorical contests were invited to address the Walla Walla high school classes in health, physical education, science, and psychology. The subjects presented concerned the physical and mental effects of alcoholic beverages, dangers of drinking, and discussion of the advertising lures employed by the liquor traffic.

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(Continued from page 23)

the instruction has school value, the lessons must be carefully evaluated by well-trained teachers, and the results recorded. This makes it necessary to charge tuition for the instruction, but the price is kept as low as possible. An annual bulletin describes fully the courses and gives all prices of textbooks and tuition.

For each subject a set of special lessons has been prepared. Each lesson represents the amount of work in that course expected of the student each week were he attending a resident school. But with the Home Study Institute he can study at his own convenience and move along at his own speed. No formal classwork presses him into a rigid program. He learns to think alone as all true thinkers must, and develops strength and values like the oak growing in the meadow.

Many a leader has found his first inspiration for greatness by studying some lesson at his own fireside. Although the path to greater achievement may be too rugged for some persons, it still lies open to the ambitious and resolute student who has the character to make home study profitable.

THE CHOIR OF NEWBURY PARK ACADEMY (California), made up of 32 voices, presented a program of sacred music at the eleven o'clock worship hour in a number of southern California churches during the spring months.

MARGARET PEDERSON, a Union College secretarial student, last February won the coveted Gregg Diamond Medal for successfully passing the 200-words-per-minute official shorthand examination.

SOUTHWESTERN JUNIOR COLLEGE was host to the North Texas Youth Congress on February 3 and 4.

SUNNYDALE ACADEMY (Missouri) has received from Alvin Ortner, of Clinton, Missouri, a gift of 750 baby chicks.

SYBIL PARTAIN, of Battle Creek Academy (Michigan), will next school year be dean of girls at Wisconsin Academy.

THE GOSPEL SEMINAR OF LODI ACADEMY (California) conducted the church services in a number of near-by churches during the spring months.

THE COLLEGE WOOD PRODUCTS factory at Southern Missionary College employs 120 students or members of students' families. Each month \$46,000 worth of furniture is manufactured and sold.

ALBERT ELLIS, a junior student of Sunnydale Academy (Missouri) won first place in the temperance oratorical contest held at Union College on March 3, in which the finalists from all the academies of the Central Union Conference participated.

CARIBBEAN TRAINING COLLEGE (Trinidad) recently received a gift of 1500 books from Fort Read U.S. Army authorities. This brings the total number of volumes to about 7,000, so that the college now possesses one of the largest and best libraries in the colony of Trinidad.

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Write to the Principal
For Bulletin of Information

Educational Progress in the World Divisions and Detached Union Conferences

(Continued from page 22)

is now one in every major field; and the college, at Beirut, for which all of these are feeders, is continuing to do good work. In all, there are 99 teachers, serving 1,181 pupils.

Educational work in this field presents many problems, principally those growing out of the multiplicity of sects. In our schools we have Catholics from 11 denominations and subdivisions, and Moslems from at least six sects, besides the Protestant Christians. Nationalism, coupled with sectarian sensitiveness, is giving us some trouble. In one of the fields of this union a law enacted in 1948 prohibits teaching to children of any age a religion different from their own, even with the parents' consent. A government ruling includes voluntary extracurricular activities of a religious nature within the meaning of this law. With all this, a strong work is in progress, workers are being trained, and many young people are finding the Saviour.

West Africa

The outstanding items of educational progress in this field during the past four years have been the opening of a new training school at Ihie, Nigeria; the enlargement of the seminary at Bekwai, Gold Coast; the erection of a new dormitory for boys at the Konola training center, Liberia; and the building of a new school at Bassa, also in Liberia.

In an effort to provide adequately trained teachers for the rapidly expanding educational work in West Africa, the Nigerian training school and the Gold Coast seminary are offering teacher-training courses leading to the lower and higher teaching certificates, issued by the government. Another much-needed professional school is the Ile-Ife Hos-



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Write for bulletin of information
R. O. STONE, *Principal*

pital, which this year has 50 student nurses in training.

In all parts of the field the demands of the work and the ambition of the nationals are pressing for the extension of the elementary work from six up to eight years, and for the establishment of strategically placed secondary schools.

The JOURNAL of TRUE Education

Printed by
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During the regular school term the theological department cooperates with the local conference in conducting services twice each month in each of twenty-one churches. In addition to the converts gained during the regular term, sixty have been baptized as a result of the Field School of Evangelism during the past two summers.

Tuition decreased • Labor rates increased

WRITE TO THE DEAN FOR A CATALOG

Southern Missionary College, Collegedale, Tennessee

THE JOURNAL OF TRUE EDUCATION