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**our Children
and
Your Schools**

The JOURNAL of TRUE Education

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Christian Education an Essential Church Program

An Editorial

CHRISTIAN EDUCATION is an essential enterprise of the Seventh-day Adventist denomination. It is one of the church's principal evangelizing agencies; and it provides trained leadership for the ministry and other callings and occupations necessary to the work of a Christian denomination, as well as a consecrated and educated laity.

In order for the schools and colleges of the church to render adequate service, it is necessary that the teachers and administrators understand and practice with loyal consistency the principles and philosophy of Christian education. There must be communication between church leaders and professional educators, so the latter may know what services education should perform for the denomination, and so the church may understand what it should expect from the schools and what manner of support it must give in order to get maximum benefit from its system of education. Church leaders and school administrators should frequently sit down together to examine and reappraise the work of the schools in order that the interests of our children, the needs of the church, and the eternal purposes of God may be served in these critical and changing times.

Church schools and church-connected colleges are effective only when religion permeates the entire program and provides a setting for all subject matter and all learning. Christian education is not merely instruction about God and religion. In order to be true to its name, it must lead to a personal commitment of the learner to God and to Jesus Christ as his Saviour. Christian education must lead the student into a higher concept and practice of righteousness, supported by a Christian character. It is not Christian education unless it aims at the restoration in man of the image of God.

This kind of service requires a special kind of teacher training, and a special kind of teachers—men and women who themselves have a personal experience in Christ, who demonstrate Christian virtues in their lives, and who have made consider-

able progress toward mental and spiritual maturity. Teaching in a Seventh-day Adventist school or college is a holy calling, at once taxing and rewarding, and therefore challenging to the best type of consecrated Christian young people. The significance of the teacher should be recognized by church leaders in the care with which they select instructors for the children of the church, in the encouragement they give to promising young people to choose teaching for a profession, and in the support and recognition they give to those whom the Lord calls to the ministry of the classroom.

Evangelists and pastors should see to it that church members are adequately instructed concerning the educational program of the church. Parents should be urged to send their children to church school and academy. And young people should be encouraged to attend a Seventh-day Adventist college for education and training for Christian living and service. When the pastor finds families who need financial help beyond their own resources and the ability of their children to earn, he should solicit help for them from their fellow church members.

A Christian education is the birthright of every Seventh-day Adventist boy and girl. It is to the interest of the church to see that everyone has as much education as he has capacity to receive, and the kind of education which will make him a better Christian, a better church member, and a better worker. In the hundred years since the first Adventist church school was started, and the more than seventy-five years our schools have been in continuous operation, the church has made great progress educationally. But until every child of the church has been given his birthright, we are not through developing, building, and improving the worldwide educational program of the denomination.

W. A. Branson

WHY

SEVENTH-DAY ADVENTISTS

CONDUCT SCHOOLS

SEVENTH-DAY ADVENTISTS conduct their own system of schools as a means of nurturing in young people those values that are known as Christian, and for the purpose of directing them into a transforming relationship with God.

Schools owe their existence to the need for carefully arranged opportunities for learning experience, shared by teachers and students, and based upon a recognized philosophy of education and a set of accepted objectives. There are peculiar to Christianity certain basic principles and truths, attitudes, appreciations, and ideals. When these are accepted as a way of life, they bring fulfillment and that personal wholeness which in the Bible is called holiness and godliness.

Adventists very much want their children to have this wholeness. Therefore they maintain a system of education through which they seek for their children a personal commitment to Jesus Christ as a personal Saviour. Against this perspective the sciences, letters, and arts fall into place. They are not unimportant and they are not ignored; they are the conglomerate which must be cemented together if the educated man is to be strong. The bond in Christian education is its philosophy, the basic tenet of which is that education should seek to restore in man the image of his Creator. This is to make the educated man wise and good as well as strong.

A brief description of education as conceived by Seventh-day Adventists emphasizes the following characteristics, some of which are shared with other sound educational systems, and some of which are peculiar to Christian education.

Christian Education Seeks to Educate the Whole Man

Education, if it is to satisfy the basic needs of people, must include religion. Systems of education, when worthy of the name, must seek to touch and mold the whole man. State systems of education are sometimes limited to common denominators

Keld J. Reynolds

ASSOCIATE SECRETARY
GENERAL CONFERENCE DEPARTMENT OF EDUCATION

which admirably serve the general welfare, but which neither offend nor serve minority groups. A church in a free land has a responsibility to serve the general welfare through its system of education, but it can go far beyond this in educating men and women for Christian citizenship in this world and for the companionship of angels in the world to come. It takes religion to make a man whole, and it takes religion to give wholeness to a system of education and to a school curriculum.

Christian Education Reveals God's Hand in Human Affairs

In the Word of God the history of mankind is seen as a conflict between the finite forces of evil and the eternal truth, with the human heart and the good earth as the battlefields. In Genesis man's story begins in majesty, and in the Revelation that majesty is restored in the city of God. Through all the complexities and frustrations and glories of history one mighty purpose runs like a thread of gold—the ultimate triumph of God and the redeemed. This concept of man's place in history and in his contemporary world provides the Christian with a sense of values, of security, and of personal worth; and it gives him a consciousness of the abiding care of the heavenly Father, which no other philosophy of life can equal. For adequate presentation through instruction it requires a special kind of teacher—one who believes, and whose belief is catching; in other words, a Christian teacher.

Christian Education Brings God and Man Together

Moral and spiritual values are perceived and exemplified in the life in proportion to the closeness of man's personal relationship to God. These values cannot be caught in isolation, nor can they be separated from religion. An outward correctness of behavior may be achieved through the exercise of the will, or through education or culture. But the god-

liness which the church desires in its children demands a change of heart, a renewal of the mind, a new life from above, the power of the indwelling Spirit of God. In this sense Christian education and redemption have much in common.

Christian Education Builds Character

True education has as one of its major objectives the development of character. Power results from the accumulation of knowledge and training in skills. Such power is safest in the hands of people of good moral character, and good moral character can be developed best and most consistently supported in Christian men and women. Good character in its citizens is the aim of every enlightened nation and therefore of its system of education. But good character is best achieved through a curriculum and a teaching environment in which the character and example of Jesus Christ are constantly upheld before growing and developing young people.

Christian Education Produces Free Men

The freedom of the Christian man is a bright light in a gray world. We live in an age when values are losing their sharp definition. The distinctions between right and wrong are less clear than formerly. Men look to social custom or to the state for direction. To be well adjusted has come to be regarded as a great social virtue. It is the work of Christian education to stimulate and encourage young people to think for themselves in terms of the eternal principles of God's Word; to make their own decisions and not to be mere reflectors of the thinking or opinions of other men; to place honor before convenience, and righteousness above conformity. Freedom from false judgments, freedom from sin's chains, freedom from narrowing prejudices; breadth and depth of mind, clearness of thought and reason, and the courage to stand by convictions—these are the hallmarks of the cultivated Christian.

Christian Education Imparts a Sense of Mission

The student in the Christian school is encouraged to believe that all his powers belong to God, that he is to live to bless others, and that he will find the greatest satisfactions by going where God leads and engaging in the kind of work to which God calls him. He finds that all talents and all consecrated interests are useful in Christian service, most of them in some part of the organized work of the church. As the Christian teacher opens for the developing child one window after another, revealing the world and the people in it, he points out the many professions and occupations in which the growing young Christian can find his mission in life. The student learns to place the highest value on that calling

in which he can give God and humanity his best service, while maintaining a pattern of living in his community which will command respect for the Master whose example he seeks to follow.

The Schools of the Church Have Christian Teachers

The greatest educational advantage the church has to offer is the Christian teacher. In molding attitudes, in developing insights, in securing from the young a response of the heart and mind to those values which are from God and eternal, the teacher is more important than textbooks, equipment, and buildings. The church selects as teachers those who have experienced the regenerating power of God and who know Christ as a personal Saviour. It is understood that those upon whom God and the church have placed the responsibility for shaping the future of the church should be living embodiments of the truth, living channels through whom the Spirit of God can communicate with developing young persons. It is also understood that the ministry of teaching requires a high degree of professional competence, a gift for making learning and truth attractive, and a demonstration in habits of life and mind of the fruit of the Spirit and of Christian culture. It requires the Christian teacher to educate the whole man for the whole of life.

Granted that the Bible, and it alone, is fitted to furnish "the habitual vision of greatness" for Christian education, what then? It is all very well to extol the Scriptures. But more is needed: They must be put to work. If we ask what place the Bible should have in a Christian school, only one logical answer is possible. It must have the first place. Here we are drawn to use a familiar educational term and to say that the "core curriculum" of any system of Christian education must be Biblical. By this we mean not just courses in Bible superimposed upon a secular curriculum, but the study of the Bible in vital union with the essential general studies and indeed with all of learning. The centrality of the Bible in Christian education is organic. It not only provides a unifying frame of reference for every other subject; it also gives life and power to the whole curriculum. It is a fructifying, liberating influence, freeing the mind and heart for the pursuit of truth in every direction. As such, it is an orienting force, a constant reminder that all truth, being of God, is for a purpose. In short, in its dynamic influence it might better be termed "a *heart* curriculum" than a core curriculum.—F. E. GAEBELEIN, *Christian Education in a Democracy*, pp. 119, 120.

Educational Progress in the World Divisions

DIVISION EDUCATIONAL SECRETARIES



Otto Schuberth
Southern European Division



E. Willmore Tarr
Southern African Division



R. S. Lowry
Southern Asia Division



V. E. Berry
Inter-American Division



Wilhelm Mueller
Central European Division



Darío García
South American Division



E. E. White
Australasian Division



L. Mark Hamilton
Northern European Division



C. A. Carter
South China Island Union



T. S. Geraty
Middle East Division

1953	Primary and Intermediate Schools			Secondary and Advanced Schools		
	Number of Schools	Enrollment	Number of Teachers	Number of Schools	Enrollment	Number of Teachers
Australasia	462	11,723	588	23	911	80
Central Europe				3	522	32
Northern Europe	150	16,200	801	18	1,346	135
Southern Europe	259	10,473	346	11	1,480	87
Far East	206	8,559	341	20	2,836	47
Middle East	23	1,516	91	2	73	16
Inter-America	288	12,758	432	17	1,332	128
North America	1,011	35,785	1,818	85	17,578	1,485
South America	458	19,310	588	20	2,586	278
Southern Africa	1,537	76,881	2,008	19	1,130	101
Southern Asia	121	4,788	246	13	595	98
South China	4	555	25	2	228	28
Totals	4,519	198,548	7,084	233	30,617	2,515

AUSTRALASIA

THE AUSTRALASIAN INTER-UNION CONFERENCE has seen many major moves in the educational work during the past quadrennium. Schools have been started in completely new places, ranging from Mackay in North Queensland to Ringwood, a suburb of Melbourne. Extensions to existing facilities have been made throughout Australia, New Zealand, and the South Sea island missions.

Australasian Missionary College, at Avondale, has embarked on a rebuilding program, and now modern brick buildings stand in sharp contrast to the original buildings erected about sixty years ago. To date we have a new seventy-capacity women's dormitory and a large auditorium with basement rooms, and hope to start this year on a new classroom-administrative unit.

The New Zealand Missionary College, at Longburn, has begun a much-needed classroom unit, and it is a matter of special providence that its registration as a school has been retained though still lacking these required facilities.

West Australian Missionary College has solved a financial problem by building a capacious cool room for storage of fruit from the orchards. So successful has this plan been that the capacity will soon be doubled, so that the abundance of fine fruit may be sold at the most auspicious time.

This tempo of progress is evident also in the island missions. Fulton Missionary School, in Fiji, which was damaged in the 1952 hurricane, now has a new kitchen block, with a representative dining unit in process of building. This union training school



Tonga School, New Hebrides

serves Fiji, New Hebrides, Gilberts, Tonga, Samoa, Cook Islands, and Tahiti, and has student representatives from all these island groups.

Other schools, particularly of secondary grades, sensing the need of facilities for science and for manual work, have been incorporating these adjuncts as money is available. This is particularly true in Sydney, whose up-to-date, recognized secondary school serves the whole metropolitan area. Auckland, Hawthorn, Melbourne, Perth, Brisbane, and Hobart all now have fine Adventist schools offering these practical subjects.

Throughout the quadrennium efforts have been made to improve the quality of teaching. Teachers have been brought together for professional discussion and instruction in small institute groups and in larger and longer conventions. Both union conferences of the home field and some local island missions have held such meetings, with great benefit to all concerned. There is a dearth of qualified secondary school teachers, but this problem is being attacked at its source by the introduction at Avondale of a training course leading to the Bachelor's degree in secondary education. This has come about through the affiliation plan between Avondale and Pacific Union College, in the United States, whereby the latter may, with certain provisos and safeguards, grant degrees to graduates of the former. This is and will continue to be a strong bond between countries with different and sometimes conflicting educational systems and standards, in a common aim to reach the Seventh-day Adventist standards of Christian education as set forth in the writings of the Spirit of prophecy.—
EDWARD E. WHITE, *Educational Secretary.*



Women's Residence Hall, Australasian Missionary College



Marienhöhe Missionary Seminary, Germany

CENTRAL EUROPE

IN GERMANY the educational work of Seventh-day Adventists began in 1889, under the direction of H. F. Schuberth, with courses to train promising lay members for Bible work. From the beginning this work was cosmopolitan, with students enrolled from all Europe. Ten years later, in 1899, the Friedensau mission school was established, and it still serves as an important educational center for our people in the Eastern zone. During the last four years the Lord has wonderfully blessed this institution, so that we could go on unmolested and undisturbed. Now a good number of students have finished their course, and are preaching the three angels' messages behind the iron curtain. Restoration of the school has naturally required many thousands of dollars, since by war events all its furniture, beds, and bedding were lost. It cannot be compared with United States schools, of course; but in spite of its simplicity we are thankful for this school—that we can house our students, each one having his bed and chair and a wardrobe to store his belongings. Even the chapel is restored, and the destroyed organ rebuilt. Friedensau will soon again be what it has been in the past—our beloved center of education.

Our Neandertal school is closed. It was thought that the young people of Germany could best be served if we concentrated all our facilities in the one school at Marienhöhe. This change has been made, and a stronger educational work is the result. There was great need for a home for the aged, and the vacating of the Neandertal school made it possible for us to assign the buildings for an old people's home.

The schoolwork at Marienhöhe is now occupying an important place in our growing work in Central Europe. Here we have a fine training center for workers in West Germany, and a college where our youth may receive a general Christian education. The new classroom building is a valuable asset to the school, and the newly finished dormitory for boys replaces the one destroyed by fire in September, 1952. This was a heavy loss for us, since it took the home of sixty students and teachers, and brought the administration temporarily into great difficulties. But with the insurance money and the generous help of the General Conference, we have erected a beautiful new building that can accommodate 135 students. We are now building apartments for teachers. Surely we need more rooms, but we trust that the Lord will help us, as He has so wonderfully done in the past.

Because of the circumstances under which our educational work must be carried on, the elementary school program is not what we should like to have it. We are looking forward to its improvement, but for the present we have only one elementary school, and that is at Friedensau.

We have confidence in the future, that as we carry out the instructions of the Lord for the educating of our children in the schools of the church, He will bless our efforts, and there will come to the church in increasing numbers the strong spiritual leaders whom the time and the work demand.—W. MUELLER, *Acting Educational Secretary, Central European Division.*

"Old School," Friedensau Missionary Seminary, Germany



NORTHERN EUROPE

IN THE NORTHERN EUROPEAN DIVISION the activities of the department of education during the past four years have been directed toward three main objectives: (1) broadening the educational opportunities available to the youth of the division field by adding to the number of schools and by widening the types of training offered in them; (2) improvement of buildings and plant facilities to meet growing needs and rising educational standards; and (3) increasing the effectiveness of denominational education by emphasizing the highest spiritual and professional standards through group meetings of teaching and administrative personnel.

Most important in the first category has been the establishment of the division senior college. This has been achieved through the cooperation of the British Union Conference in placing Newbold Missionary College under division control; and through



Above: Toivonlinna School, Finland

planning for the development of a faculty and physical plant that will, as far as possible, serve to train workers for all phases of denominational endeavor, both at home and in the mission fields. In addition, two new secondary schools have been established in the West African Union, a new boarding school in the Eritrean Mission, and a number of elementary schools in various parts of the field. The most recent addition, in Orstervraal, in West Denmark, gives this conference the unique distinction of having the newest as well as the oldest continuously operated church schools in the division territory.

There has been steady and substantial growth in enrollment throughout the field. In West Africa the number of schools has increased by 30 per cent during the past four years, paralleled by a corresponding increase in the number of teachers, and the student enrollment has risen by more than 77 per cent. It is heartening to note that this trend in enrollment extends to the secondary- and advanced-level institutions in the home-base and mission-field unions which contribute so directly to the recruitment of workers. Most encouraging of all, however, has been the marked increase in the number of baptisms reported. These totaled 289 for the latest reportable school year, ending in June, 1953. At the Seventh-day Adventist academy in Konola, Liberia, with a student body almost wholly non-Adventist in origin, more than 40 per cent joined the baptismal class, and more than 15 per cent were baptized before the close of the school year. Among these was the son of a cabinet minister of the Liberian Government.

A number of major construction projects have

—Please turn to page 59

Below: Newbold Missionary College, England



SOUTHERN EUROPE

EDUCATIONAL WORK IN THE SOUTHERN EUROPEAN DIVISION has made normal growth and development during the past four years. There has been a faithful continuation of the work of rebuilding and extension begun after World War II. Our aim is to save our children and youth for the Lord, and train them for a part in His work.

We are happy to report that our *Seminaire Adventiste*, in France, is growing and has an average of 200 students. President Pierre Lanares is a strong leader, and things are moving. The school has recently been accredited with the French Government as a regular college leading to the Bachelor of Arts degree. A fine building for the printshop has been erected, and several homes for teachers either bought or built.

Our second school in size is the *Istituto Adventista di Cultura Biblica*, near Florence, Italy. A property of about forty acres of good farmland with suitable buildings was bought shortly after the war. Some necessary remodeling and adapting was done, and now this important training center is steadily growing and developing. Beverly B. Beach is the principal. A cottage has been built for the principal and the

apartment occupied by the former principal has been transformed into small apartments for two lady teachers and a modest parlor for the girls.

At the Austrian seminary at *Schloss Bogenhofen*, established five years ago, a new barn and a two-apartment house have been built, and the school has been reorganized as an inter-union training center for the German-language area of our division.

The Madrid secondary school is growing. At present, the old building is being remodeled, with two floors being added.

The youngest child in our family of schools is in Portugal. For a number of years we operated a school in an old monastery. One day, without warn-

ing, authorities closed the institution, based on a law forbidding coeducational schools. After two years of careful search we bought a fine building surrounded by beautiful orange groves, not far from Lisbon, where we are now conducting a small school for boys.

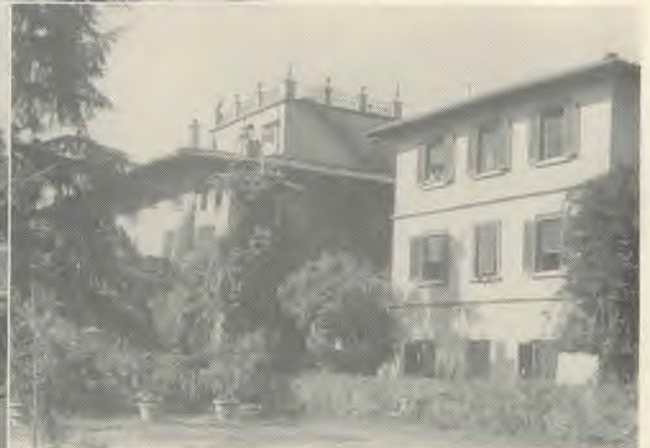
Our schools in the mission fields are developing normally. At Bongo Mission Training School in Angola a beautiful dormitory for girls was erected last year. The Cuale Mission station has a new classroom-and-administration building for its 200 pupils. The Luz Mission has also a new school building.

—Please turn to page 66



Schloss Bogenhofen, Austria

Italian Training School, Florence





Philippine Union College, Manila

FAR EAST

OUR EDUCATIONAL WORK IN THE FAR EASTERN DIVISION is like a great canvas being painted by many artists, under the eye of the Master Artist.

Amid the lush greenery of the Philippine Islands, much-publicized Mountain View College takes shape on 9,560 acres of farmland and forest; Mindanao Mission Academy adds carpentry shop, laundry, and clinic-music buildings; East Visayan Academy enlarges its chapel; West Visayan Academy gets a new laundry and gymnasium. In rehabilitated Manila, Philippine Union College moves forward under well-trained national leadership, adding a commodious science building annex and a health clinic; Polillo Vocational Institute acquires 157 library books; Northern Luzon Academy boasts a shoe repair industry, 5,000 banana plants, 200 fruit trees, and 250 fowls; votes are taken to purchase a new 300-acre site for Northeast Luzon Academy and a 250-acre site for a new academy in southern Luzon.

On a beautiful hill near Bandung, Java, appears the 60-acre site and initial rebuilding of Indonesia Union Seminary; yonder is Celebes Training School, with administration building, girls' and boys' homes, dining hall, staff houses, and other buildings; and North Sumatra Academy is in temporary quarters.

In populous Singapore, Malayan Union Seminary's administration building is trimly remodeled; Far Eastern Academy for missionaries' children was reopened in 1952 in an air-conditioned warehouse on the division compound, after having been closed in Hong Kong in 1949.

In energetic Japan, senior college status is acquired by Japan Missionary College, with teacher educational and secretarial courses, new offices, classrooms, library, apartment building, food factory, bakery, and well.

In war-scarred Korea, courageous students and teachers of shell-struck Korean Union Training School hold classes out of doors in the hope of obtaining a little warmth from the winter sun.

The strength of our school system lies in the elementary school. Miss Ethel Young spent two busy years in supervising the preparation of *Teachers' Guides* for elementary schools; holding institutes for elementary and secondary teachers in many lands; visiting secondary schools and colleges; and teaching summer schools.

Richness of color has been given the educational canvas by the production of elementary Bible textbooks in English, Indonesian, Japanese, and Korean; Ellen G. White's *Education* in Japanese; Mrs. R. L. Odom's academy textbook, *Guidance in Homemaking*; and by Mrs. V. T. Armstrong's energetic leadership in parent and home education.

The excellence of Educational Secretary W. O. Baldwin's draftsmanship is revealed in a graduated wage scale for teachers, elementary and secondary school policy manuals, teacher certification, and teachers' summer sessions.—CATHERINE M. BUXBAUM, *Office Secretary, Department of Education.*



Indonesia Union Seminary, Java



Middle East College, Lebanon

MIDDLE EAST

MIDDLE EAST DIVISION. The early Adventist missionary in Bible lands was encouraged to "build the loft and the pigeons will come." They reasoned that education would win the confidence and gratitude of the people and assure them that the mission had come to stay. The "lofts" were to be the schools. That was a half century ago.

The schools today are still bringing youth to a saving knowledge of the truth. One such young man from a mountain village, who was influenced through the local Adventist school to accept Jesus as his personal Saviour, wrote with conviction of his purpose in coming to Middle East College: "I did not come here to get high certificates nor to obtain a lot of grades; but, as did Samuel, to respond to God's calling: 'I am ready, God, to surrender everything. I want to put myself at your disposal. Use me as you want, and teach me your wisdom.'"

And this from an education major: "I came to Middle East College because I felt the need of developing my physical, mental, and spiritual powers for the joy of service; hoping that one day I can go back and take the light of the gospel to the thousands around me who are living in darkness and need to be introduced to the Redeemer." What a spirit of dedication and objective!

Typical is this statement made by an Iraqi boy on the lower primary level, to his parents in a non-Adventist home: "I can't eat. I just can't eat until we pray; because in school, Father, we learned to thank God for our food—then we ate." Such pupils are learning to partake of and to distribute the bread of life. Education should truly be evangelism, for that is the object of education.

In these lands where the Master Teacher labored, where the schools of the prophets

were established, and where the home education of Daniel, Esther, Joseph, Moses, and Timothy meant so much, we sense our need to follow the "blueprint," to turn from the educational "god of Ekron," and to re-evaluate and reorganize our schools and school system after the true educational pattern.

Teacher summer schools have been conducted for both the East Mediterranean Union and the Nile Union Mission during the past quadrennium. From northern Iraq to southern Egypt, and from Iran in the east to the Mediterranean shores on the west, our schools are becoming more Christ-centered. Worker training is a current keynote in the Middle East, to prepare a constituency for the coming Messiah.

General educational features for the Middle East Division during these four years may be epitomized as follows:

- 1951 Plans laid for division-wide educational survey and Adventist pupil census.
- 1952 Summer educational workshop held.
- 1953 Planning Commission on Education appointed; Division educational policy adopted; Division department of education procedures adopted; Division educational board named; Division board of regents appointed; Middle East Association of S.D.A. Schools organized; Church school policy adopted; Suggestive *School Standards Manual* for division presented.
- 1954 First session of division educational board held; Annual division-sponsored Teachers' Book Club first provided.

—T. S. GERATY, *Educational Secretary.*



Beirut Arabic School, Lebanon

INTER-AMERICA

IN INTER-AMERICA the program of Christian education presents at once an intricate problem and an impelling challenge. Few of the twenty-seven separate political divisions in our field have the same pattern of educational system, curricula, methods, or nomenclature. But the Department of Education has earnestly sought to interpret, adjust, and organize these variant factors into a unified and effective program of Adventist education.

At present there are 288 elementary and intermediate schools in the division, an increase of nearly 30 per cent in the past four years. In these schools are 432 teachers and 12,758 pupils, an enrollment improvement of 45 per cent over 1949-50. While the number of secondary and advanced schools has remained at 17 during the quadrennium, the number of teachers has increased from 110 to 128, and the enrollment in these schools stands at 1,332—an increase of 56 per cent.

The worker-training program has been strengthened in our seven training colleges. Pursuant to a recently adopted division action, a plan is now taking shape for increasing and extending collegiate work beyond the present junior college level.



Colombia-Venezuela School, Colombia

Antillian Junior College, Cuba



Outstanding among the numerous construction and improvement projects is the new modern concrete structure at West Indian Training College, Jamaica, which provides an administration building, a spacious chapel, and a two-story classroom and library building. This, our oldest training school, has reorganized and developed several successful industries.

Other new industrial projects include bakeries at our schools in Costa Rica and Montemorelos, Mexico; a dairy and creamery at Antillian Junior College, in Cuba; and printshops at Montemorelos, Caribbean Training College, in Trinidad, and at Colombia-Venezuela Training School. Farming, gardening, and poultry raising are features of the industrial and vocational plan in most of our schools.

Our secondary schools, like the training schools, are enjoying a gratifying increase in enrollment, and many of them are undertaking to improve the physical plants. Kingsway High School, in Kingston, Jamaica, is beginning construction of a new plant to provide for about two hundred students who have thus far been crowded into an inadequate old structure. Bahamas Secondary School, in Nassau, has a new manual arts building; and a fine dormitory for younger students has been provided at Santo Domingo Academy. Though operating in rented quarters, the recently opened secondary school in Bridgetown, Barbados, enjoys the confidence and support of church members and the general public. Some secondary work is being offered by our schools in West Jamaica, Tobago, western Mexico, and several towns in Trinidad; and more secondary schools are being established in British Guiana and in the French West Indies.

By strengthening our teacher-training program through institutes, vacation schools, and more effective counseling and inspection, our elementary church schools too have gone forward. In this, as in all phases of our work, the cooperation of our union educational secretaries has been invaluable. More teachers have been certificated; and the church school teacher's position among our denominational workers and the functions and value of the church schools have been clarified.

While our school among the Maya-Quiche Indians of Guatemala has encountered many difficulties, it is providing a growing number of workers through whose efforts many hundreds of baptisms have already been reported.

The Lord has blessed us richly in the past, and we are confident that by His grace Adventist education will still go forward in Inter-America.—V. E. BERRY, *Educational Secretary*.

SOUTH AMERICA

SOUTH AMERICA has made considerable progress in its secondary schools and colleges during the last quadrennium. Northeast Brazil Academy and Sao Paulo Academy were built practically from the ground into flourishing institutions. The former has included a teacher-training course in its curriculum.

The three main buildings of Bolivia Training School have been completed, the farm has been mechanized, and the school has been accredited.

At Parana Academy, in south Brazil, the administration building and gymnasium were finished and a new dormitory for girls was built, providing kitchen and dining room.

At Taquara Academy, also in south Brazil, the new girls' dormitory was finished, water was secured from the city main, and henceforth Taquara will function strictly as a boarding school.

Uruguay Academy has acquired more land, built a new laundry, and added one year to its curriculum.

An accredited normal and preuniversity course is being added to the offerings of River Plate College, in Argentina; and prospects are good for a large-scale manufacture of Granitost (a Postumlike product).

Steps are being taken to bring Brazil College up to senior status and to increase its capacity.

Buenos Aires Academy added a small shop to its plant and one more year to its curriculum.

At North Argentine Academy a new boys' dormitory and teachers' homes were built, the administration building and dining room were enlarged, an adequate water supply was secured, and the enrollment was increased.

Chile College acquired a valuable tract of land, secured power from the city line, finished an addition to the girls' dormitory, and is now enlarging the boys' dormitory.

Inca Union College has added a commercial course to the curriculum, increased living accommodations by adding a new wing to the boys' dormitory, and made several improvements on the farm.

Construction will soon begin on a modern administration building and chapel for the Lake Titicaca Training School. A new cottage for teachers has been built, and several minor improvements made in the school plant.

The Department of Education is preparing a new series of Bible text-



Administration Building, Brazil College

books for primary schools, some of which are just off the press while others are ready for printing. Steps have been taken also to provide suitable Bible textbooks for our secondary schools and colleges. This work is well advanced, and some of the texts should be ready in 1954.

More than sixty students are now pursuing advanced work in universities and in our own institutions, preparing to be teachers in our schools.

During this four-year period, secondary teachers' institutes were conducted in several colleges, and another series is planned for the summer of 1955.

Present trends are to make our schools more self-supporting and to consolidate them on sound financial and pedagogical bases. Fortunately, shifting of teachers, departmental secretaries, and school administrators is becoming less frequent. More young people are choosing teaching as a profession because of improved conditions. Baptisms in our schools are on the increase; each year more students enter the canvassing work; and the great majority of our graduates are coming into denominational work.

Our schools are fulfilling their purpose; however, they will strive constantly to improve their performance in order to supply the well-qualified workers needed to finish the preaching of the gospel in the vast fields of South America. We praise the Lord for what He has enabled us to do, and launch into the future with greater faith and stronger determination, confident that "all His biddings are enablings."
—DARIO GARCIA, *Educational Secretary.*



Uruguay Academy



Helderberg College, Somerset West, Cape Colony

SOUTHERN AFRICA

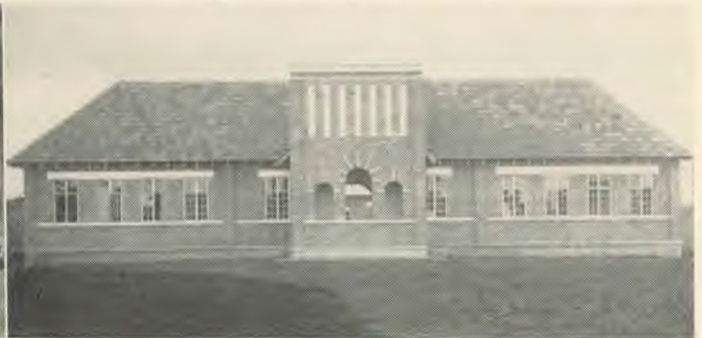
THE SOUTHERN AFRICAN DIVISION has by far the largest Seventh-day Adventist school system in the world—at least in quantity, not excluding the North American Division. This is the more remarkable when we remember that it was only about sixty years ago that our first school was opened in Africa, with a few teachers and a handful of pupils. From that tiny seed has sprung a great tree whose branches spread today from the Cape of Good Hope in the extreme south up over the equator.

Perhaps the most important development in our educational work in the past four years has been the advancement of the education level. Four years ago there were few schools in the division offering work above the eighth-grade level. Today we have eight junior or senior secondary schools, in addition to eleven worker-training institutions. Helderberg College, our advanced school for white students, now offers full college work leading to the baccalaureate degree. Old Solusi, the denomination's first mission station to the heathen, recently began offering work on the secondary level. At the end of 1954 the first class of Seventh-day Adventist native Africans will sit for full high school external examinations, and it is planned to begin college work at Solusi the first of 1955.

A Typical Outschool, Malamulo District



Bugema Training School, Africa



Three other schools—Sedaven High School in Transvaal Province, Bugema Missionary College in Uganda, and Good Hope Training School in Cape Province—are offering full high school work. At other schools, junior secondary work follows the usual eight grades of elementary study. There are now approximately eleven hundred students doing schoolwork beyond the eighth grade. While these eleven

hundred students are but a small proportion of the nearly eighty thousand in all the schools, it does mark an important trend in our work in Southern Africa.

While important new buildings have been erected at many of our schools, the only major school started in the past quadrennium is Sedaven High School in the Natal-Transvaal Conference. At the beginning of 1951 Sedaven opened its doors for the first time to approximately one hundred boys and girls; and at the end of 1953 it was dedicated free of debt, with an investment in land, buildings, and equipment of about \$150,000! Hillcrest Secondary School, in the Cape Conference, also opened its fine new building.

Throughout the division, teachers' refresher courses or institutes have been held, from ten days to three weeks. Methods, school organization, and the spiritual approach to Christian education were studied.

While we face acute and seemingly insurmountable problems, many providences attend our educational work in Southern Africa. For example, in Africa it is very unusual for a government education department to allow teachers-in-training to sit for government examinations unless their school is receiving government grants-in-aid. In Uganda, where we receive no government subsidies, the education department consented to examine our normal students. The first class took the examination at the end of 1953—and were the best in all of Uganda.—E. WILLMORE TARR, *Educational Secretary*.



Lowry Memorial High School, India

SOUTHERN ASIA

IN THE SOUTHERN ASIA DIVISION our schools are bursting at the seams! As Malachi foretold, God's blessing has been such that there has not been "room enough to receive it."

For every 2.5 Adventist members in Southern Asia, there is a child in an Adventist school! During the quadrennial period under review, the total number of schools has doubled. Though some schools have more than doubled in enrollment, the total school enrollment of the division is just $3\frac{1}{2}$ per cent short of doubling. Spicer Missionary College has tripled its college enrollment since 1949.

Two new secondary units have been completed and a third well begun. The Lakpahana Training Institute, situated on a beautiful coconut estate in Ceylon, is operating in temporary buildings as plans proceed for the completion of permanent structures. In South India the attractive E. D. Thomas Memorial High School, with its adequate farmland, was completed in 1953. Last year the necessary administration buildings, student hostels, principal's and teachers' homes, were provided for Raymond Memorial Training School, situated on a 500-acre tract of land in the northeast.

The needs are by no means all met with these

Spicer Missionary College, India



three new boarding schools. Political conditions necessitate planning for additional training centers for certain areas. Sufficient funds are in hand for a Burma Training School. The Pakistan Union expects to open a new workers' training center in Peshawar next year.

Improvements and additions effected during the past four years are too numerous for me to mention more than a few: Five secondary units completed electrification of their estates. One high school constructed a new assembly hall and chapel; two others, new elementary school buildings. Another has constructed a new girls' dormitory. At Spicer Missionary College a new boys' dormitory with dining room is under construction. Vincent Hill School has a new modern cafeteria. Other projects now in hand are: dormitory expansions at Jalirpar, Kottarakara, and Narsapur schools; elementary school building in Tanjore; main buildings for the new Ceylon school.

A major objective in this division during the period under review has been to develop self-support, and at least self-sufficiency in food grown. To this end, seven boarding units have added farmland. Further, the following industries have been added to those already in operation: puffed wheat, food canning (two schools); poultry husbandry, printing (four schools); laundry, and rice milling.

With the introduction of a senior-college program at Spicer Missionary College, teacher qualifications have been raised to meet those in the United States. Though this is a high standard, the past record of 100 per cent employment of S.M.C. graduates indicates that shortly all our teachers will be qualified. Large numbers of teachers attend the annual summer sessions conducted at Spicer. Others have made use of opportunities offered through the India branch of the Home Study Institute, or have attended the regional summer schools and institutes conducted in each of the six unions.

Important and impressive as are the growth and development of physical facilities and enrollments, it is even more significant that all of this school growth means an increase in educational evangelism and worker training. The youth of Southern Asia appreciate the privileges of a Christian education. In the schools their minds mature and their spiritual stature grows. When they leave the school as loyal Seventh-day Adventists and workers they repay manifold the investment the church has made in them and in its educational institutions. In Southern Asia an investment in Christian education is an investment in the future of the church and its program, increasingly in the hands of the nationals themselves under the direction of the Spirit of God.—R. S. LOWRY, *Educational Secretary*.

SOUTH CHINA ISLAND UNION

SOUTH CHINA ISLAND UNION MISSION. From the standpoint of our educational work in China at the present time, the island of Hong Kong and its outlying territories seem like an oasis in a desert. Since the island has been cut off entirely from our schools and young people on the mainland for more than three years, and since we have been greatly restricted in our educational program on Taiwan, it is inspiring for one to visit our schools in Hong Kong. There our elementary schools especially are packed to the limit, and are veritable beehives of activity. The two largest schools have enrolled more than five hundred bright, active pupils. Then there are smaller schools in outlying sections, and a good school in Portuguese Macao, across the mouth of the Pearl River from Hong Kong.

All these schools are surveyed periodically by government inspectors, and our teachers must pass government examinations; but we have comparative freedom in courses of study and in operation. All these schools have active Junior Missionary Volunteer Societies. Our great need now is provision for students who finish the work in our elementary day schools but are still too young to leave their homes to enter our South China Training Institute at Clear Water Bay in the New Territories.

This school, situated in a beautiful rural environment about eleven miles from Kowloon, is our only training school for that area. It is now beginning to grow again after the ravages of war. S. H. Lindt, after many years of missionary experience in China, heads the theological training, and D. W. Curry has recently come from the United States to serve as president. These workers add strength to the work

of that institution; and, with the rapidly increasing enrollment in the elementary schools that serve as feeders to swell the enrollment there, prospects are good for meeting the worker needs of that field in the not-too-distant future.

In Taiwan our educational work is beginning. We have no elementary schools; in fact, no private elementary schools of any kind are allowed; and we are greatly restricted in our secondary grade work. Hence the prospects are not too bright. But the need is great for workers of various types on this thickly populated island, and we are beginning our training program.

During the past two years we have had more than a hundred promising young people in our Taiwan Theological Training Institute, many of whom will become workers. The training work is made more difficult by the lack of Bible and religious training in the foundation grades; but the need is great, and we must do all we can to meet the present need for trained workers. We shall also work and pray for a way to be opened whereby we can provide Christian education in the elementary and secondary grades.—C. A. CARTER, *Educational Secretary, and President of Taiwan Theological Training Institute.*

Upon Christian youth depend in a great measure the preservation and perpetuity of the institutions which God has devised as a means by which to advance His work. Never was there a period when results so important depended upon a generation of men. Then how important that the young should be qualified for this great work, that God may use them as His instruments! Their Maker has claims upon them which are paramount to all others.—Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 99.

South China Island Union Training Institute, Kowloon, Hong Kong



Evangelism and Education

Raymond S. Moore

PRESIDENT
JAPAN MISSIONARY COLLEGE



Did You Say
Jesus Loves Me?

FROM a careful study of the writings of the Spirit of prophecy we have come to realize that total education is total evangelism. Here, under the leadership of godly students and Bible teachers, the entire educational program of Japan Missionary College is keyed to evangelism in its broadest sense. Christian social service has become the principal recreation of all students and teachers.

In their classes, regardless of subject—art, physiology, Bible, business, vocational, chemistry—there are frequent assignments, all of which make direct contributions. Posters, health and hygiene programs, Bible studies, evangelistic management and fund raising, repairing of homes for the poor, food from the farm, planning of sound nutritional programs—all these and more are daily meat for teachers and students in their classrooms.

The many physical preparations required for an evangelistic effort—signs, posters, special furnishings, lunches, film slides, flannelgraph pictures; the prep-

aration of food, clothing, and shelter for the poor and the orphans; the treating of the sick—these and many other activities involve the daily building of sound bodies for sanctified souls.

The spiritual enters into every aspect of campus life: daily morning and evening worship and chapel; prayer before working, in class, in small groups of two or more here and there on the campus at almost any time of day or night; prayer before and after picnics, bonfires, and other social occasions.

Does it become drab routine? Why should it? Here prayer is viewed as a vital matter, a pertinent conversation with the Master Teacher. It does not "get old." As a matter of fact, through careful prayer faith is being strengthened, miracles are becoming more frequent on the campus, the sick are being healed. By the desire of the students themselves, Saturday nights are usually given over to the Missionary Volunteers rather than to the entertainment type of recreation.

The concept of "total evangelism" as seen by Bible teachers Thomas Blincoe, Shiro Kunihiro, Toshio Yamagata, Sakae Fuchita, Shigenobu Arakaki, and others, embraces such avenues as: house-to-house visiting; Kamishibai (children's stories told by means of a set of 12 by 16 inch colored pictures mounted

Professor Takahashi, teacher of art and social studies, assists students in conducting a Bible study in a junior high school at Anagasaki.



Patients in a tuberculosis hospital study the Bible with Aka-san, a student from Okinawa.



in a box on the back of a bicycle); branch Sabbath schools; evangelistic meetings—spearhead type, followed by Bible studies and cottage meetings; personal literature ministry (dedicating one pocket to God); Ingathering days; colporteur days (using Japan's many national holidays); medical evangelism—giving of simple home treatments and instructing people in fundamental principles of health reform; lending library plan; jail band; hospital band; orphanage and widows' home band; sunshine and singing band; repair and cleaning band; Dorcas Society; cooking schools; Voice of Prophecy follow-up.

All this is carefully organized under a college missionary committee of students and teachers. This group supervises (1) the leaders and activities of the various avenues listed above, and (2) the training class personnel who prepare the workers to carry out their assignments skillfully. Many college classes are involved.

Through the grace of God our students are presently conducting twenty-six highly successful branch Sabbath schools, many Bible studies, cottage meetings, and orphanage projects. Evangelistic efforts are being carried on, with full houses. On the many Japanese holidays our students scatter to the field in mass colporteur ministry to earn funds to carry forward their college missionary program.

Some may ask, "Doesn't all of this distract from a sound scholarship program? Doesn't it dilute your school academically?" Japan Missionary College's academic and scholarship records make eloquent answer. The simple fact is that when we attempt to follow God's program completely, He performs miracles in the minds of our teachers and students so that they do a work superior to that which they could do under any other circumstances.

Furthermore, the students realize that it is a privilege to be here in God's own school. They no longer

expect the college to provide them entertainment, for by electing to come to this school they choose to enter fully into the program of God, which is quite inconsistent with the usual college program of movies, so-called cultural activities, and other doubtful attractions in many of the colleges about them. Remove such things from the program of a school and there is much time left for God.

The current program: (1) Map the nearby towns into sections. (2) Send skilled visitors by twos (one older and one younger) into every house in their section to make a careful appraisal of needs, and report their findings—a person in need of treatment, a starving family, a leaking roof, a broken heart, a member of the family in prison. (3) Report to the appropriate band, which then goes into action. (4) Visits are continued until a few months later, when (5) a spearhead effort is held, and (6) Bible studies ensue over a long period of time. (7) The visitors keep up their routine, and the cycle starts over again.

This we call "total evangelism." For the students it is total education. Men and women are coming to God. The students and teachers are growing in Him.



A knowledge of God is the foundation of all true education and of all true service. It is the only real safeguard against temptation. It is this alone that can make us like God in character.

This is the knowledge needed by all who are working for the uplifting of their fellow men. Transformation of character, purity of life, efficiency in service, adherence to correct principles, all depend upon a right knowledge of God. This knowledge is the essential preparation both for this life and for the life to come.—ELLEN G. WHITE, *Ministry of Healing*, p. 409.

The college committee for the poor visits a straw home in which lives the small boy who owns the dog, bringing food and clothing for the family.



Following the footsteps of his Master, a college student gathers the children by the Naraha seashore.



The General Conference Department of Education

A Report
to the Church

THE Department of Education of the General Conference is a service organization for the world field. The personnel consists of a secretary, three associate secretaries, and an assistant secretary for parent and home education.

The channel of communication between the department and the worldwide educational enterprises of the church is through the educational secretaries of the divisions, and in the North American Division through the union conference educational secretaries.

The department is committed to the premises that Christian education has a distinctive philosophy, a set of standards and a method which can be applied in any country; and that, regardless of the form of the curriculum, the church-connected school must produce a distinctive type of individual, a Seventh-day Adventist thoroughly grounded in the truth, faithful to the commandments of God, and loyal to the church and its enterprises. Behind these premises stand the thousands of Adventist teachers and educational administrators in the many countries in which the church has schools.

We pay tribute to these workers who, in positions of great responsibility or of humble service, in classroom and office, labor untiringly and with selfless devotion. We also express our appreciation for the insight, understanding, and loyalty with which denominational leaders, from the General Conference and the divisions through the union and local conferences and missions, have supported the church's program of Christian education and have stood behind the teachers and the superintendents. For the secretaries in the department, the past four years have been a rich and rewarding experience in fellowship with the church, with denominational leaders, and with one another.

The quadrennium has been a period of educational development in many respects, notably a strengthening of spiritual objectives, the improvement of educational standards and organizations, and a drawing together of workers throughout the world in our common enterprise of Christian education.

Every division of the world field not "behind a curtain" has been visited at least once by a member of the General Conference Department of Education. In several instances division-wide educational councils have been held. In all cases there have been in-

spections of schools, meetings with school boards and church administrators, and institutes with the teachers for the improvement of instruction and for a clearer understanding of the fundamental philosophy of Christian education. We believe there is today a more general agreement as to the philosophy, objectives, and organization of Christian education, and the principles of sound management, than would have been possible without this communication.

There are two instances of cooperation between division organizations for educational advance. Union College has developed a plan of affiliation for teacher training with the Antillian Union College in Cuba. A more recent affiliation is that of Pacific Union College and the Australasian Missionary College, in which curriculums in ministerial training and teacher training have been cooperatively developed to the point where Pacific Union College will grant degrees to qualified graduates of the sister college.

In the North American Division the teachers are bound together through professional workshops, the administrators through periodic conferences of academy principals, college administrators, and educational department heads in conferences and unions. A fruitful innovation of the past two years is the General Conference visiting team, which spends several days on the campus of each of the North American colleges. The purpose is to foster direct communication between the headquarters staff and these important worker-training institutions.

The new five-year curriculum for ministerial training, authorized by the 1953 Autumn Council, calls for close cooperation between the colleges and the Theological Seminary, in which the fifth year is to be given. Raising the educational level of the ministerial intern and reconstructing the training program are among the most significant educational projects begun in the four-year period.

It is a constant concern of the department to assist educational administrators in developing the quality of teaching. Through the Board of Regents the academies and schools of nursing are accredited. External examinations are offered on seventh- and eighth-grade levels, and for the secondary school grades. There is also a plan for teacher certification, by which the education and service records of teachers are evaluated and appropriate certificates are issued.



L. R. Rasmussen
Associate



K. J. Reynolds
Associate



E. E. Cossentine
Secretary



G. M. Mathews
Associate



A. M. Williams
Assistant

Promotion and public relations work on all levels of the school system are among the major responsibilities of the department. THE JOURNAL OF TRUE EDUCATION serves the teachers by interpreting and giving practical application to the fundamentals of Christian education. The motion picture film *Decision* has been telling to many thousands the story of Adventist education. Just off the press this year is a booklet entitled *Public Relations for Schools and Colleges*, in which the educational administrator is shown how to build good morale in the school, among the teachers, and between teachers and students; and how to tell the public about the school and Christian education.

An important responsibility of the department is fostering parent education and home-and-school *liaison*. Since the preceding General Conference session we have launched a new quarterly, *The Adventist Home and School*, with materials for programs and projects, especially helpful to Home and School Association leaders. A parents' reading list is prepared each year, including books on home management, nature study with children, home worship, and problems of childhood and community. Promotion work in this section includes monthly articles on family life in the *Review and Herald*, programs for Christian Home Day in February and Educational Day in July, and an annually prepared set of teaching materials for the use of conference educational superintendents in conducting camp meeting classes for parents. More and more conferences are assigning camp meeting time for parent education, and are setting up in the churches parents' meetings and conferences on family living.

The teacher shortage continues to be a major denominational problem, particularly in the elementary field, requiring for its solution the intelligent cooperation of the church. Christian teaching must be recognized as a holy vocation in which godly young people can find a true ministry. The church cannot afford to rest satisfied until all its children are in the hands of Adventist teachers who are professionally competent as well as spiritually sound.

To assist the church, the department participates in denominational planning such as that undertaken in the committee on elementary teacher status and recruitment, whose report was adopted by the 1953 Autumn Council. As these policies and recommendations go into effect, we believe the program of elementary education and the supply of qualified teachers will be greatly improved. In secondary education there is a rising level of teacher standards, both personal and professional, supported by a program of teacher training in the colleges.

The department is in mid-passage with a comprehensive and greatly needed program of textbook preparation. On the elementary school level Bible books and workbooks, with corresponding teacher's editions (including a teacher's guide bound with the pupil's textbook), and portfolios of pictures for the use of the teachers, have been prepared under the direction of the department and published by the Pacific Press. Completed and in use are: for grades three and four—*Through the Years With God* and *All the Way With God*; for grades five and six—*Messengers of the Promise* and *Day by Day With Jesus*; for grades seven and eight—*Witnesses for Jesus*. Now in preparation, to be finished as they are needed in the schools, are: for grades one and two—the Listen and Do series, eight in number, completely rewritten and reillustrated, and the teacher's guide for Bible in these two grades now being published; for grades seven and eight—*The Wonderful Way*, to be ready for the 1955-56 school year.

Several of the new Bible books have been translated and are in use in overseas divisions. Many of the others, along with the new *Treasury of Devotional Aids* for conducting devotional exercises in the schools, are in use in English in the overseas divisions.

The Seventh-day Adventist edition of Scott, Foresman and Company's popular basic reading series is under construction. Materials for grade one are in use, and work is progressing on those for grades two and three. A health manual for elementary teachers is in use, and a textbook on health and physiology for

—Please turn to page 63

This We Must Do for Our Children

*Ellen G. White**

AS A CHURCH, as individuals, if we would stand clear in the judgment, we must make more liberal efforts for the training of our young people, that they may be better fitted for the various branches of the great work committed to our hands. We should lay wise plans, in order that the ingenious minds of those who have talent may be strengthened and disciplined, and polished after the highest order, that the work of Christ may not be hindered for lack of skillful laborers, who will do their work with earnestness and fidelity.

The church is asleep, and does not realize the magnitude of this matter of educating the children and youth. "Why," one says, "what is the need of being so particular to educate our youth thoroughly? It seems to me if you take a few who have decided to follow a literary calling or some other calling that requires a certain discipline, and give due attention to them, that is all that is necessary. It is not required that the whole mass of our youth be so well trained. Will not this answer every essential requirement?"

I answer, No, most decidedly not. What selection should we be able to make out of the numbers of our youth? How could we tell who would be the most promising, who would render the best service to God? In our judgment we might look upon the outward appearance, as Samuel did when he was sent to find the anointed of the Lord. When the noble sons of Jesse passed before him, and his eye rested upon the handsome countenance and fine stature of the eldest son, to Samuel it seemed that the anointed of the Lord was before him. But the Lord said to him, "Look not on his countenance, or on the height of his stature; because I have refused him: for the Lord seeth not as man seeth; for man looketh on the outward appearance, but the Lord looketh on the heart." Not one of these noble-looking sons of Jesse would the Lord accept. But when David, the youngest son, a mere youth, was called from the field, and passed before Samuel, the Lord said, "Arise, anoint him: for this is he." 1 Samuel 16:7, 12.

Who can determine which one of a family will prove to be efficient in the work of God? There should be general education of all its members, and all our youth should be permitted to have the blessings and privileges of an education at our schools, that they may be inspired to become laborers together with God. They all need an education; that they may be fitted for usefulness, qualified for places of responsibility in both private and public life.

**Counsels to Parents, Teachers, and Students*, pp. 43, 44.

Educational Progress in North American Division

Reported by Union Educational Secretaries



R. A. Nesmith

ATLANTIC UNION CONFERENCE. The cradles of democracy and of the Seventh-day Adventist Church will always be within the Atlantic Union Conference territory. It was here that the seeds of democracy first took root, and the first direct messages from Heaven came to a small, struggling people.

One hundred years ago the first known Seventh-day Adventist church school opened its doors at Buck's Bridge, New York. From this small beginning we have now in the Atlantic Union Conference 74 church schools, with 119 teachers, and 1,802 children enrolled; 5 academies, with 34 teachers and 524 youth; a senior college, with 30 teachers and 313 students; and a nurses' training school enrolling 56. These 2,695 children and youth are the heritage of the church, and they join hands with the 323,087 Adventist youth around the world who have the opportunity of a Christian education.

We are pleased to report that in our Bermuda Mission our church membership has more than doubled during the past four years. The one and only school became so overcrowded that it was necessary to find larger quarters. Sandringham Building, a place of royalty, was purchased not long ago, but today it too is overcrowded.

During the past four years, through summer workshops and committees, we have joined with the Columbia and Lake unions in developing a new course of study completed in September, 1953.

Union Springs Academy is now in a building program relocating its cafeteria. With new chairs and tables, kitchen equipment, stainless-steel worktables and serving decks, and a large deep-freeze room and walk-in refrigerator, this \$40,000 project will make the food service area a place of delight.

At Atlantic Union College new administration, classroom, and library buildings long overdue, have been erected. This summer we shall complete a new auditorium, seating about 1,100.

Though we are located in conservative New England, where evangelism goes slowly and hard, yet under God's blessing we move steadily forward.

CANADIAN UNION CONFERENCE. During the past four years several new schools have been organized and others enlarged, and a few have been closed for various reasons, with a net gain of three schools and seven teachers. Among the new schools are: Botwood, Newfoundland; North Sydney, Nova Scotia; Montreal, Quebec; Hamilton, Ontario; Terrace and Prince George, British Columbia. The elementary enrollment for the four-year period has increased by nearly two hundred.

For the first time, we now have a denominational course of study and a series of teaching manuals for our Canadian schools. This new course of study has been in process of development for several years. It incorporates the requirements of the various provincial educational departments, and sets forth the entire program of studies in harmony with our denominational principles and standards.

The greatest challenge to the educational program of our denomination is that of teacher supply. In this respect God has especially blessed the Canadian Union. Teacher-training departments have been instituted in both our colleges, and more teachers are completing the training courses than are demanded by our conference; so Canadian youth are now going to fill educational positions in other fields.

In spite of rising costs, schools of the Canadian Union have made many physical improvements: Okanagan Academy, in British Columbia, has recently completed a new auditorium; Canadian Union College has a new dining room and cafeteria building; Oshawa Missionary College, a new bakery and dairy building. A new modern school building is in process of construction at Calgary, Alberta, and one has just been completed at Botwood, Newfoundland. Many schools have been remodeled or otherwise improved during recent years.

We are pleased with the physical progress of schools in Canada; but our greatest rejoicing is that through our schools more of our young people are gaining a closer relationship with Christ, the Master Teacher.



L. E. Smart



G. R. Fartic

CENTRAL UNION CONFERENCE. We are glad to report that during the past four years educational work in the Central Union has grown steadily. We have no phenomenal experiences in either growth or development, but each year has shown progress.

The Central Union carries on a program of in-service training for teachers, by means

of summer school, institutes, councils, and conventions. During this quadrennium we have had one institute in which we were joined by the Northern and Southwestern unions. We have conducted 26 local institutes and teachers' councils. We have produced in workshop a supplement to the course of study, and have carried on in the schools an active program in Red Cross first aid. All our secondary schools carry a well-organized Medical Cadet training program.

Our capital investment in elementary schools has increased by \$130,900. We have six new elementary and secondary units, and three others in process.

The Northern, Central, and Southwestern unions have cooperated in preparing a course of study to serve the three fields. We also meet every second year in what is called the Tri-Union Coordinating Committee, at which time study and consideration are given to educational questions that involve the three unions. We are working together as a unit in matters of salaries, allowances, and policies; and this has greatly strengthened the work in each union.

We have a skilled and loyal staff of teachers in both elementary and secondary fields, and all are carrying a strong program in their respective schools.

Because we believe that agriculture must be an integral part of our academy program, we are committed to the policy of increasing the land holdings around these schools. We are confident that these farms will be a great asset to the schools, and may even make it possible for them to continue their work.

We believe that the future of the church is definitely tied in with the future of its educational institutions. With this in mind our students are being trained in personal and public work, by radio and various other lines of endeavor, to share their faith with those about them. As one feature of this training experience, each year the children and youth in our elementary, intermediate, and secondary schools cooperate in the program of Ingathering for missions.

It is a fixed custom to have regular fall and spring Weeks of Prayer in our academies. Our pastors and district leaders cooperate with the Department of Education in conducting Weeks of Prayer for the

elementary and intermediate schools also; and each year when schools close we rejoice to know that practically every student who has reached the age of intelligent decision has accepted Jesus Christ as his personal Saviour and has been baptized and joined the church.

We sincerely believe that the work which lies nearest to our churches is to become interested in our youth; that nothing is of greater importance than their education; and that no amount of labor in any other line can excuse us for neglecting to train them to be workers for God. In His wisdom and strength we shall nobly succeed.

COLUMBIA UNION CONFERENCE. In order to meet the needs of an increased membership, and the growing demand of the constituency for more and better school facilities, the Columbia Union is engaged in a great educational expansion program.

Having completed for Washington Missionary College, gymnasium, science, and music buildings, and the women's dormitory, the union is now developing and strengthening its secondary schools. Takoma Academy, formerly housed on the college campus, has been transferred to a separate campus and provided with a new modern building with capacity for more than three hundred students.

East Pennsylvania Conference has purchased a beautiful seven-hundred-acre tract of land near Hamburg, where it is now developing the new Blue Mountain Academy, designed to provide for three hundred boarding students. In a beautiful rural setting, and with a strong industrial program, this promises to become an outstanding school.

Pine Forge Institute, the secondary school for Columbia Union's Negro youth, has carried on its work in temporary quarters since its establishment in 1946 at Pottstown, Pennsylvania. The new administration building should be ready for use in September.

Shenandoah Valley Academy has launched upon a program that will eventually double its present capacity, and will also provide work opportunities and recreational facilities. The first two units are a large gymnasium and an industrial building to house the bookbindery, press, and laundry. Expansion of dormitory and classroom facilities will follow.

Churches of Baltimore are uniting to provide a new day academy to serve the metropolitan area. Mount Aetna Academy, near Hagerstown, Maryland,



E. A. Robertson

has just completed a four-classroom addition to serve its growing enrollment.

Elementary and intermediate schools are also expanding. Many new modern schools have been built, and others have been enlarged and modernized.

The larger conferences have made the education department separate, allowing the superintendents to give their full attention to this work; and the union has employed Miss Ethel Johnson as a full-time supervisor of elementary education to assist the superintendents in promoting higher standards of excellence. The Columbia Union has developed a teaching staff which excels in training, certification, and professional efficiency.

Our watchword is "Advance"; the future is bright; morale is high. Needs are great, but under the blessing of God they will be supplied.



W. A. Nelson

LAKE UNION CONFERENCE. Christian education is a vital part of the church program throughout our territory, and earnest efforts are made by workers and church members alike to gather all our children and young people into our own schools.

There has been a steady increase in elementary enrollment, and most of our academies are filled to capacity. In many instances academy deans are placing three young people in rooms built for two. Many thousands of dollars have been spent in rebuilding, enlarging, and improving our academies, but there is much yet to be done.

During the past four years many new modern church school buildings have been erected and equipped; and schools that have long been in operation have made major improvements. Home and School organizations have helped much in this.

During the summer of 1952 a cafeteria directors' workshop was held on the campus of Emmanuel Missionary College, at which time representatives from the Atlantic, Southern, Columbia, and Lake unions discussed problems pertaining to the culinary department of our schools, and reached helpful conclusions. The principals and deans from the academies of the Lake Union joined the cafeteria directors for the last two days of the workshop.

Emmanuel Missionary College and the Hinsdale Sanitarium are successful training centers for the mature youth of our union. Many new buildings have been erected on the college campus during recent years, and a strong program is going forward. With

the new building recently completed, Hinsdale Sanitarium has the most modern equipment, and the nurses in training are learning the best methods in caring for the sick.

Directing the youth in our schools we have a consecrated group of loyal Seventh-day Adventist teachers. We say much about buildings and equipment, things that can be seen; yet the real value in Christian education is in factors not so readily seen. The Christian teacher touches the hearts of his pupils. Fine buildings and modern equipment would be of no value without consecrated teachers. We need more and more of these faithful workers.

NORTHERN UNION CONFERENCE. With the convention slogan before them—"Meeting the needs of children and youth by following God's way in education more perfectly"—the elementary teachers gathered recently from all parts of our union accepted with renewed determination the responsibility of guiding "the priceless sons of Sion, worth their weight in gold." (Lam. 4:2, Moffatt's translation.)



V. W. Becker

The alert conference superintendents have prepared new Progress Report cards that permit better understanding and cooperation between home and school. New church schools are being built.

A noteworthy feature of the St. Paul school is the organization of a Tiny Tot Motel kindergarten. Throughout the day preschool boys and girls are given the care and guidance that working mothers are unable to provide. This unusual program provides prospective pupils for the regular school, gives financial assistance to the total school program, and above all is an effective means of child evangelism.

The four senior boarding academies operate efficiently under the direction of their capable principals. Collectively, these schools are presently enjoying the largest enrollment that has been experienced for several years. Sheyenne River Academy is proud of its new administration building and combination auditorium-cafeteria erected during recent years. Plainview Academy has extensively remodeled its main building and plans to erect a new auditorium. Oak Park Academy has purchased a \$70,000 farm and, to care for the sharp increase in enrollment, is contemplating the erection of a new dormitory. Maplewood Academy has added extensively to its craftshop, and with the cooperation of the Minnesota

Conference has eliminated the sizable school debt that has heretofore hampered growth.

The impetus given missionary accomplishment, particularly in our academies, is marvelous to witness. Outpost evangelism has become a campus slogan that leads our youth forward, accepting share-your-faith activities as a definite part of Christian education.

The forces of education in the Northern Union join hands with those in other areas to provide imperishable lessons that will live through eternity.



J. T. Porter

NORTH PACIFIC UNION CONFERENCE. Reviewing the growth and development of Christian education in the Northwest over the past four years, we are convinced that the Lord is, indeed, leading as we strive to follow His instruction in providing a Christian education for all our youth.

Today 300 elementary teachers are instructing approximately 5,500 students in 160 schools scattered from the little town of Forks on the western side of the Olympic Peninsula to Glendive, Montana, 1,000 airline miles to the east; from Brookings on the southern Oregon coast to Togiak on the arctic tundra of Alaska. Togiak is an Eskimo school now operating for the second year. Mrs. Waskey, its first teacher, reported 11 first-grade pupils, 6 to 25 years old, none of whom spoke English. They didn't even understand when she said it was time to eat!

Each year of this quadrennium has seen 100 more elementary pupils enrolled and 8 additional teachers employed. But that is not the complete picture, for 81 new schoolrooms have been erected, providing the best possible physical environment for our pupils. The largest project completed is the new elementary training school at Walla Walla College, with more than 19,000 square feet of floor space, and costing well over \$300,000. It provides an ideal teacher-training laboratory.

On the secondary level we have eight accredited academies, six of them boarding schools. These schools employ 150 teachers and enroll nearly 1,600 students. A new boarding academy for southern Oregon will open its doors at Milo in September of 1955, on 400 acres of land in a beautiful rural setting. Mount Ellis and Gem State academies have purchased new farms to expand agricultural operations. A new furniture factory has been erected at Auburn Academy, providing income labor for 75 to 100 students. Here fine hardwood furniture

is made and shipped to dealers up and down the coast. Upper Columbia Academy is still adding to its industries, with a new dairy barn, milking parlor, and pasteurizing plant, and a poultry industry that provides eggs for market as well as high-quality breeding stock. Laurelwood Academy has just completed an ideal new school home for 150 boys. Columbia Academy has erected a new home economics building and a new shop where are taught wood-working, mechanical drawing, machine shop, and welding. In fact, most of our academies are now equipped to provide such classwork for both boys and girls. Walla Walla College Academy is now located in more commodious quarters, in the buildings formerly occupied by the elementary school.

A new annex to the women's dormitory at Walla Walla College will be ready for use next school year, and a new cafeteria and home economics building is in prospect.

We are grateful every day for the Lord's leading as He points the way.

PACIFIC UNION CONFERENCE. The period ending with this General Conference session has been marked by un-

paralleled growth in enrollment on all levels demanding new schools, plant expansion, increased equipment, and additional teaching personnel. Elementary enrollments have increased 25 per cent in the past four years, so that we close this school year with well over 10,500 boys and girls in our elementary schools. During this time we have built 37 new church schools, and have added 77 rooms to schools already established.

On the secondary level the growth has been equally great. Before the beginning of this quadrennium, three new boarding academies were started, and plant expansions have continued in these and other academies. A completely new and relocated school plant has been built by the Modesto Academy district, including administration building, auditorium, chapel, music studios, and classrooms for both academy and elementary school. The Arizona Conference has purchased a large government project known as Thunderbird Camp, and has moved its academy to this new site.

The colleges have also been expanding. Pacific Union College has built two modern residence halls, complete dairy and poultry plants relocated on the farm, a new elementary training school, and gym-



A. C. Nelson

nasium. The campus is being completely reorganized. La Sierra College has made a very necessary improvement by adding a beautiful and spacious science hall.

Many educational projects have been carried through, including workshops for the preparation of teachers' guidebooks and other helps, such as *Treasury of Devotional Aids* published by the Review and Herald for the denominational schools.

Our academy faculties and students have conducted many youth evangelistic efforts in their respective communities.

The essential and enduring progress in education cannot be measured in dollars and cents, however, nor in buildings and equipment; but rather in character building, soul saving, and service training. This is the real purpose for which these schools have been established and are maintained. We thank God for the progress that has been made, through the outpouring of the Elijah spirit, to "turn the heart of the fathers to the children, and the heart of the children to their fathers" (Mal. 4:6).



H. S. Hanson

SOUTHERN UNION CONFERENCE. It is a pleasure to report the progress of Christian education in our union during the past decade. Records indicate that 10 years ago there were 123 church schools, 153 teachers, and an enrollment of 3,000 pupils. This year the opening report lists 165 schools, 266 teachers, and an enrollment of 4,387—a

gain during the 10 years of 42 schools, 113 teachers, and 1,387 pupils.

We are deeply grateful to the Lord for His blessing on the program of Christian education, and to a loyal constituency for their faith and strong support of that program.

More than twoscore church school buildings have been erected during the decade, two of which deserve special mention. These are the modern school plants at Birmingham, Alabama, and Memphis, Tennessee. In addition to four classrooms, each provides a principal's office, library, cafeteria, manual arts room, and auditorium.

Enrollments have steadily increased in our secondary schools until we have this year in the five accredited academies more than 750 students, with an additional 250 in the unaccredited and self-supporting schools.

The Southern Union is unique in having in its territory three senior colleges—Southern Missionary

College, Oakwood College, and Madison College and Sanitarium. All have made extensive improvements in plant and equipment and in teaching personnel, as well as steady and substantial growth in enrollments. Our total college enrollment as shown by the opening reports last fall was 960. Closing figures are not available as this report is made.

The future is bright for Christian education in the Southland. Everywhere we find that it is the sincere desire of our people "to find and to follow God's way in education more perfectly."

SOUTHWESTERN UNION CONFERENCE. Christian education in the Southwest, like all other phases of denominational endeavor in this area, is really on the march—and the direction is forward.

The achievements of the past quadrennium over which we are most elated are in the realm of spiritual and cultural advance. Soul winning has been the underlying objective of our educational work at all levels, and the effort in this direction has been eminently successful. In one conference a survey of the concrete results of this emphasis revealed that more than 70 per cent of the baptisms were of boys and girls in our schools. This emphasis is equally evident in our secondary schools and junior college. Time and space will not permit specific supporting evidence in this direction, but evangelistic efforts are being conducted, souls are being won, and a continually higher level of spiritual insight and living is plainly evident in each of the institutions.

Culturally, the youth who are products of our Christian schools in the Southwest are increasingly superior. Better-trained teaching personnel, enriched course content, and teacher-inspired seeking for the true values in life have contributed to this change.

Tremendous improvements in physical plants have been evident at all levels. Nineteen new buildings, ranging from two-room schools to the demonstration school on the campus at Southwestern Junior College, have been completed. Many others are now on the drawing boards or are nearing completion. In all of these buildings the best results of research in architecture, lighting technique, heating, and furnishings have been utilized.

We are under no illusions that we have achieved. We are keenly aware that we must either progress or, by our stagnation, regress. We purpose by God's grace and guidance to continue to advance.



W. A. Howe

Elementary and Intermediate Schools

George M. Mathews

ASSOCIATE SECRETARY
GENERAL CONFERENCE DEPARTMENT OF EDUCATION

SIGNIFICANT, indeed, to the future of this denomination is the fact that nearly a quarter of a million boys and girls and youth are in attendance at 4,751 Seventh-day Adventist schools of all grades scattered around the world. The services of 9,599 teachers are required to direct this vast army of youth—the future leaders of this movement! This program of education represents an investment of \$50,000,000 in buildings and facilities, and an annual expenditure of more than \$30,000,000!

The large majority (88 per cent) of these students are in the primary and elementary grades of Christian education. Latest reports from the various world divisions indicate that we have today enrolled in primary or elementary schools a total of 198,548 children and youth, compared to 178,270 in 1950—a gain of 20,278. In 1950 there were 4,181 Seventh-day Adventist elementary schools in all the world; today there are 4,519. In 1950 the full-time services

of 6,215 teachers were required, whereas today we find 7,084 teachers serving. These figures are summarized by divisions in Table I.

Using opening reports in all cases so as to include the school year just closing, we present a most heartening picture of Christian education at the elementary level in the North American Division. This information is given by unions in Table II. During the quadrennium our net gains in enrollment were 5,037; in teachers, 258; and in schools, 78. What a field for evangelism is presented by this great army of nearly 33,000 children and youth who come under the benign influence of godly teacher-evangelists for 180 six-hour meetings every school year!

And not without results! In Table III are presented some astonishing facts with regard to baptisms for the four-year period. Of the total 62,071 baptisms in North America, 8,727 were from the elementary schools—equivalent to a large conference of 87 churches with 100 or more members each. Stating it differently, the 8,727 baptized from the church schools were 14.05 per cent of all those baptized in North America during this quadrennium. Our schools have surely proved to be most effective evangelistic agencies for our own boys and girls.

This quadrennium has been distinguished also by a tremendous growth in facilities—new buildings, additions, furnishings,

TABLE I
Growth in Elementary and Intermediate Schools, Teachers, and Enrollments in World Field for the Three-Year Period, 1950-51 to 1952-53

Division	Number of Schools		Number of Teachers				Enrollment		
	1950-51	1952-53	G or L	1950-51	1952-53	G or L	1950-51	1952-53	G or L
Australasian	419	462	43 G	534	588	54 G	5,781	11,723	5,942 G
Central European									
Northern European	127	150	23 G	454	601	147 G	11,191	16,200	5,009 G
Southern European	201	259	58 G	288	346	58 G	7,772	10,473	2,701 G
Far Eastern	207	206	1 L	354	341	13 L	9,598	8,559	1,039 L
Middle East	15	23	8 G	68	91	23 G	1,093	1,516	423 G
Inter-American	265	288	23 G	364	432	68 G	10,300	12,758	2,458 G
North American	960	1,011	51 G	1,614	1,818	204 G	32,429	35,785	3,356 G
South American	444	458	14 G	600	588	12 L	19,620	19,310	310 L
Southern African	1,473	1,537	64 G	1,745	2,008	263 G	77,188	76,881	307 L
Southern Asia	67	121	54 G	183	246	63 G	3,012	4,788	1,776 G
S. China Is. Un.	3	4	1 G	11	25	14 G	286	555	269 G
TOTALS	4,181	4,519	338 G	6,215	7,084	869 G	178,270	198,548	20,278 G

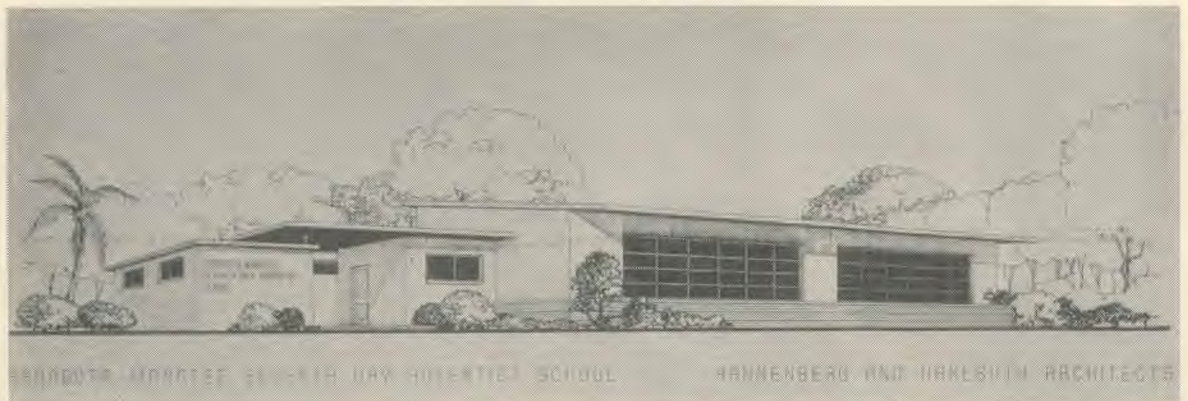


TABLE II
Growth in Elementary Education
North American Division, 1950-54

Union Conference	Schools		Teachers			Enrollment			
	1950-51	1953-54	G or L	1950-51	1953-54	G or L	1950-51	1953-54	G or L
Atlantic	61	74	13 G	95	119	24 G	1,396	1,706	310 G
Canadian	41	45	4 G	60	63	3 G	1,067	1,363	296 G
Central	65	71	6 G	101	123	22 G	1,501	1,877	376 G
Columbia	115	127	12 G	183	218	35 G	2,804	3,485	681 G
Lake	120	125	5 G	173	189	16 G	2,956	3,528	572 G
Northern	47	47		60	57	3 L	672	670	2 L
North Pacific	142	160	18 G	255	300	45 G	3,975	4,647	672 G
Pacific	157	171	14 G	384	463	79 G	7,802	9,513	1,711 G
Southern	152	165	13 G	224	266	42 G	3,665	4,083	418 G
Southwestern	81	74	7 L	126	121	5 L	1,893	1,896	3 G
TOTALS	981	1,059	78 G	1,661	1,919	258 G	27,731	32,768	5,037 G

and teaching equipment—both in North America and in overseas divisions. Only from North America are complete figures available. The amount of money expended for these needed facilities is impressive—\$5,275,951.56. This represents 223 new buildings, with an investment of \$4,330,672.46; and additions, furnishings, and equipment costing \$945,279.10. This remarkable growth in facilities is shown by unions in Table IV.

TABLE III
Baptisms From Elementary Schools
North American Division

Year	Total Baptisms* North Am. Division	No. of Baptisms From Ele. Schools	Per Cent of Total From Ele. Schools
1949-50	14,807	1,874	12.65
1950-51	15,305	2,197	14.35
1951-52	16,606	2,260	13.60
1952-53	15,353	2,396	15.60
TOTALS	62,071	8,727	Average 14.05

* Figures from calendar years 1949, 1950, 1951, 1952.

Significant achievements have also been made in the various unions and world divisions in the preparation and publication of teaching guides, courses of study, textbooks, and other helpful materials. The period has been marked also by fruitful efforts to raise the professional efficiency of our teachers through in-service institutes and other means.

While we give God the glory for the marvelous

gains and impressive growth, we know that He used many consecrated, capable men and women in achieving these results. The list is too long to be recorded here, for it includes officers and lay workers in the General, union, and local conferences and missions; it includes field and institutional workers in education; it includes thousands of capable, consecrated, faithful teachers everywhere! But even

this group is small in comparison with the tens of thousands of loyal parents and church members whose conviction, vision, and sacrifice have made our educational work to prosper and to serve the purposes of God.

With elementary teachers now officially integrated into the working forces of the conferences, and with an unprecedented surge in the number of children in our churches, we look forward with courage and optimism to much greater growth and achievements in the remaining years that God may grant to us for the finishing of His work in the earth.

TABLE IV
Growth in Elementary School Facilities
North American Division, 1950-54

Union Conference	Schools Established	Buildings Purchased or Built	Cost of These Buildings	Cost of Improvements and Equipment
Atlantic	18	9	\$ 82,568.46	\$ 59,924.22
Canadian	14	6	18,500.00	32,970.00
Central	18	13	331,500.00	130,900.00
Columbia	29	22	353,000.00	145,740.61
Lake	25	26	456,200.00	96,064.27
Northern	15	6	43,500.00	32,750.00
North Pacific	35	52* †	901,100.00	89,700.00
Pacific	37	37 †	1,471,304.00	250,680.00
Southern	40	30	445,000.00	67,950.00
Southwestern	22	22*	228,000.00	38,600.00
TOTALS	253	223	\$4,330,672.46	\$ 945,279.10

* Includes church school classrooms attached to church buildings.

† Includes gymnasium.

‡ In addition, 77 rooms added to existing schools.



REDDING S.D.A. SCHOOL

By C. C. [unreadable] 1952 Photo by [unreadable]

Academies of North America

Lowell R. Rasmussen

ASSOCIATE SECRETARY
GENERAL CONFERENCE DEPARTMENT OF EDUCATION

THIS is a brief report of the secondary schools of the North American Division, their progress and growth. We first pay tribute in everlasting gratitude to God for the way He has led us; for the divine messages that have given the blueprint for our educational work; for the faith and prayers, the toil and sacrifice, of those who have founded these educational institutions, and for the confidence of our believers who have maintained them; for the hundreds of teachers who have dedicated their lives to training the army of young men and women to go forth to do mighty deeds for God at home and in lands afar. For all these blessings we are profoundly grateful. Inspired by these our Christian comrades, we shall continue the work of Christian education which they have so nobly begun and carried on, confident that under divine guidance and blessing the future is bright and full of promise.

Those of us particularly concerned with the education of our youth are tremendously encouraged by the growth in extent and quality of education given in our academies across the country. Though statistics and financial figures may be the most objective and accurate way of evaluating the material development of our educational institutions, they do not reveal the most valuable assets or set forth the most precious developments in human life and character, such as integrity, loyalty, and dedication to a cause. One who visits these academies from coast

to coast is deeply impressed with the high ideals and consecration of our Advent youth. It is a real inspiration to observe the spirit of reverence and devotion with which they conduct their vesper and worship services; their wholesome enjoyment of social and recreational activities; their earnest pursuance of lessons in study periods and classes; their faithfulness in the industrial and work programs; and their steadfastness to principle in an age of lowered standards. These values cannot be reported in statistical tables or financial figures, yet they constitute the real net worth of our schools; and we may rightly rejoice in the development of the youth in our Seventh-day Adventist academies.

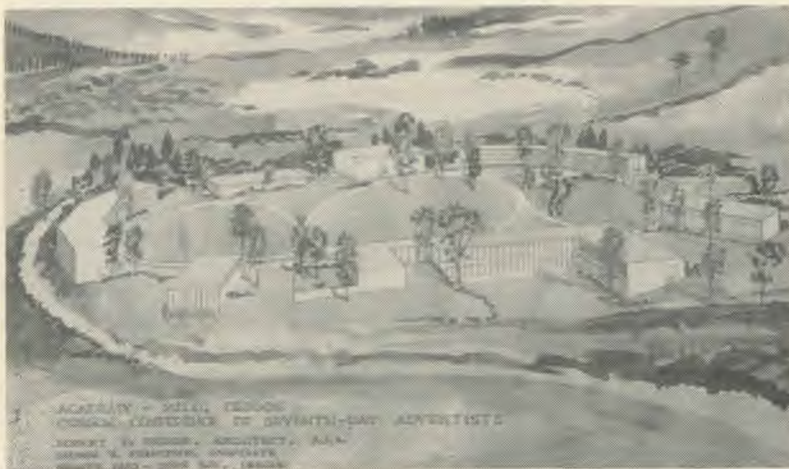
In the North American Division there are 71 senior academies in 35 States and provinces of the United States and Canada. Of these, 23 are non-boarding day academies and 49 are boarding academies.

During the past four years three new conference boarding academies have been or are in process of being established: Mount Pisgah Academy, in North Carolina; Milo Academy, in southern Oregon; and Blue Mountain Academy, in eastern Pennsylvania.

In 1950-51 the total academy enrollment was 9,416; four years later, the enrollment has risen to 10,417—a gain of 1,001 students. Thus for the first time in our history the enrollment in our four-year senior academies has passed 10,000.

During the past four years 7,591 youth have been graduated from our senior academies—an average of 1,898 per year! The present year's graduates number 2,500. Approximately 4,000 of the 7,591 academy graduates have gone on to our Adventist colleges, or will enroll next September.

A large majority of the youth who enter our academies from Seventh-day Adventist homes and elementary schools have already been baptized. Nevertheless our secondary schools are



ACADEMY - MOUNT PISGAH
GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS
ROBERT W. HENNING, ARTIST
DESIGNED BY HENNING, ARTIST
PRINTED BY THE PUBLISHERS

real evangelizing agencies, as evidenced by the fact that during the past four years 1,559 precious youth were baptized in the academies.

The backbone of our academies is the corps of 1,000 loyal, consecrated, well-trained Christian teachers who day by day guide, counsel, and instruct the youth during their critical adolescent years. No greater privilege, no graver responsibility, could come to a man or woman than to share in the development of youth for lives of worthy service. Thank God for our teachers!

The academies have done well financially, considering the great strain recent years have placed on their facilities and resources. In 1949-50 the total assets of all academies in the North American Division stood at \$14,033,733.88. Four years later, the total assets had risen to \$18,622,713.97. This is an increase of \$4,588,980.09—more than a million dollars each year!

In 1949-50 the total liabilities of our academies were \$839,724.22. These were increased by \$21,864.38 during the four-year period, to a total in 1952-53 of \$861,588.60. Of this amount \$319,785.31 represented loans and notes payable, which we are happy to report had been decreased by \$171,954.11 during the period.

After deducting all liabilities, accounts payable, loans and notes payable, the net worth of our academies at the close of the 1952-53 school year was \$17,699,800.30—an increase of \$4,505,790.64 during the four-year period. In other words, even during this period of tremendous expansion, and owing largely to the capital donations for building purposes, the liabilities increased by only \$21,864.38, whereas the assets increased by \$4,588,980.09! Although from an over-all business standpoint our institutions may be considered exceptionally sound financially, I am convinced that every possible effort should be made to reduce indebtedness and increase operating capital.

The table at the top of the next column clearly indicates that without the large operating subsidies, our losses in operating would be very heavy indeed; but that after subsidies have been applied the losses have decreased each year, so that in 1952-53 the loss was only \$8,788.02.

During the quadrennium covered in this report, \$4,306,289.26 was paid for student labor. Think

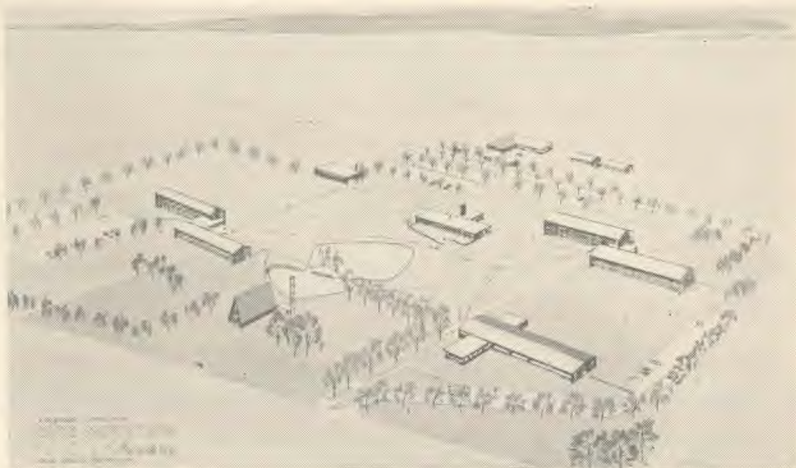
Operating Results in North American Academies, 1949-1953

Year	Operating Income	Operating Expense	Operating Subsidy	Loss With Subsidy
49-50	\$ 5,171,757.21	\$ 5,850,398.56	\$ 429,627.25	\$249,014.10
50-51	6,806,624.97	7,308,977.94	444,609.61	57,743.36
51-52	7,608,221.89	8,221,792.54	575,820.59	37,750.06
52-53	8,948,939.85	9,543,065.66	585,337.79	8,788.02
Totals	\$28,535,543.92	\$30,924,234.70	\$2,035,395.24	\$352,295.54

of it! Our school enterprises, industries, services, and farms furnished more than a million dollars' worth of labor to students each year. This has enabled many worthy youth to finance their education who otherwise would not have been able to remain in school.

Under God's blessing our academies have experienced a period of rapid growth and material progress. It is possible, however, that in this swift expansion we may lose sight of the standards the Lord would have us meet, and boast that we are "rich, and increased with goods, and have need of nothing." God forbid! Instead, we need to humble ourselves, realizing that the true test of our prosperity is the degree of moral and spiritual power pervading our institutions. Our future prosperity depends upon fidelity to the divine plan and instruction. The true values in Christian education must be maintained if we are to justify the continued confidence and support of the denomination.

With many there is a disposition to restrict their study to certain lines, for which they have a natural liking. This error should be guarded against. The natural aptitudes indicate the direction of the life-work, and, when legitimate, should be carefully cultivated. At the same time it must be kept in mind that a well-balanced character and efficient work in any line depend, to a great degree, on that symmetrical development which is the result of thorough, all-round training.—ELLEN G. WHITE, *Education*, pp. 232, 233.



With Our North American Colleges During 1953-4

Erwin E. Cossentine

SECRETARY
GENERAL CONFERENCE DEPARTMENT OF EDUCATION

THE school year just finished has been one of definite progress and development in Adventist higher education. Looking back over the past few years we find that, in most instances, owing to the war and its attendant restrictions, our college plants have not been able to keep pace with increasing enrollments. Many of our buildings, because of age and heavy usage, have become obsolete as well as inadequate to care for the expanding needs. From coast to coast, however, plans have been undertaken to meet the growing enrollments, with the result that every college in North America has made large additions to plant and equipment.

While much still remains to be done to make our college plants adequate to care for the anticipated enrollments during the next few years, we can look at the work that has thus far been accomplished and thank God, confident that we are prepared for continued growth.

One thing should be especially noticed: the type of construction used in our new buildings today is much more substantial than it has been in the past. Among the new buildings finished this year

or nearing completion, are: fine arts buildings at Southern Missionary and Emmanuel Missionary colleges; science buildings at La Sierra and Oakwood colleges; residence halls at Union, Walla Walla, and Southwestern Junior colleges; new libraries at Oakwood and the College of Medical Evangelists at Loma Linda. This is only a partial list of the major buildings finished this year.

While the overall enrollment was slightly under that of the previous year, we anticipate that this fall most of our colleges will begin to experience a steady increase, so that their resources will be severely taxed during the next few years.

Among the important assets of a college is its faculty. All of our schools are following a program of teacher development, and today we have faculties that are professionally competent, thoroughly devoted to the principles of Christian education, and personally interested in the individual needs of their students.

We also find a continual enrichment of the scholastic program, thus more adequately meeting the needs of our young people. Of special interest

Harold A. Miller Hall, new fine arts building on Southern Missionary College campus, dedicated February 10, 1954.



is the curriculum study that has been carried on quietly at Pacific Union College for several years where it is expected that a new program will be put into operation with the opening of the next school year.

During the year approval was given to the College of Medical Evangelists to offer work on the graduate level leading to the Master's degree in nursing education. Another high light this year was the opening of the new School of Dentistry at CME and the acceptance of the first class in dentistry. Study is presently being given to several additional fields of training that we hope to enter before long.

The Autumn Council of 1953, after considerable study, took action to advance the minimum training level of our ministers to one year beyond the baccalaureate degree. This advanced training will be taken at the Theological Seminary; and beginning next spring interns will be accepted only from the Seminary. This means that the work of the Seminary will be greatly expanded. To meet this challenging development, a new site has been chosen and plans are being made to build a plant adequate to meet the anticipated growth.

To whatever heights of excellence our schools may attain in other ways, unless we maintain and uphold our spiritual objectives, we have no justification for their existence. The school year 1953-54 has shown that there is a living vitality in the religious life of our institutions. More and more of our youth are finding fruitful avenues of service for their training. In several schools, students are taking charge of devotional weeks and are reaching out into new lines of Christian activity.

No school is without its problems. When we realize that more than 8,000 young people are in our col-

leges in North America, we understand a little the task that is set before us. There have been problems during the past year, yet with the help of the Lord we have been able to meet most of them successfully.

One great problem is that of constantly mounting operating costs without a corresponding increase in income. This situation is requiring more and more of our attention. A solution must be found if we are to keep our colleges financially sound. Another problem is how to develop more work opportunities for our students, in this age of extreme competition in industrial fields.

No report of the year would be complete without paying tribute to our administrators, boards, and faculties for their cooperation, and especially to the boards for their sympathetic understanding of the needs and requirements of growing institutions.

Education has become big business today in the Seventh-day Adventist denomination; and as such it demands much of our time, thought, and effort. In the midst of these pressing problems that demand our attention, we must ever hold in mind the objective of giving our young people "an education that is as high as heaven and as broad as the universe; an education that can not be completed in this life, but that will be continued in the life to come;"¹ an education that strengthens the character, that "prepares the student for the joy of service in this world, and for the higher joy of wider service in the world to come."²

This is the aim and purpose of faculties, boards, and all of us who have had a part in the training of our youth during 1953-54; and we give thanks for the privilege that has been ours to serve.

¹ Ellen G. White, *Education*, p. 19.

² *Ibid.*, p. 13.



The New H. E. Ford Science Hall, Oakwood College, dedicated February 21, 1954.

One out of every six persons baptized in the world field in 1952 was a student enrolled in an Adventist school.

* *

Around the world during the past four years 468 new primary and intermediate schools were opened to care for expanding enrollments, or an average of 39 new schools each year, bringing the total of these schools to 4,519.

* *

During the quadrennium the enrollment in North American secondary and advanced schools increased 1.6 per cent whereas the number of students in the overseas schools of the same types increased 47.7 per cent.

* *

Each year more than 1,200 young people leave the schools of the denomination to enter the organized work of the church.

* *

At present the overseas divisions have 83 per cent of the total primary school enrollment, and the North American Division has 52 per cent of the secondary and advanced school enrollments.

* *

In comparison to tithe receipts for the quadrennium in the North American Division, the colleges and academies of the division earned during the period a sum equivalent to 77.8 per cent of the total tithe, and cost the denomination in operating subsidies a sum equivalent to 3.8 per cent of the tithe.

* *

The number of children baptized during the past four years while attending the elementary church schools of North America would make 87 new churches of 100 members each.

Did Yo

With the denomination investing \$4,873,720.33 in capital improvements in the North American colleges during the past four years, their net worth in the same period rose \$5,261,480.12 to a level of \$19,160,208.08.

* *

The North American academies have, during the past four years, earned 92.4 per cent of the cost of operation, and operating donations from the denomination have covered the remaining 7.6 per cent.

* *

Graduated in 1953 from the liberal arts colleges of the North American Division, with baccalaureate or graduate degrees, were 1,112 young people. During the same year 488, or 44 per cent of the number graduated, entered the organized work of the church.

* *

More than \$1,000,000 worth of work is furnished to students each year by the North American academies.

* *

The expenditures for new elementary school buildings, furnishings, and equipment in the North American Division for the quadrennium amounted to \$5,275,951.56, or approximately one and a third million dollars a year.

Know ?

Forty-one per cent of the children of elementary school age in Adventist homes in the North American Division are not attending church school. It would require 1,000 classrooms and 1,000 teachers to provide Christian education for these 25,000 children. Yet a Christian education is their birthright.

* *

The Southern African Division, with more than 1,500 schools and more than 80,000 students enrolled, has a larger per cent of professionally trained teachers than any other overseas division.

* *

The cost of maintaining a boarding student for one school year in a North American college is approximately \$1,000, of which the average student pays \$450 in cash, is supplied work by the college to the amount of \$490, and is assisted by the denomination through the operating subsidy to the amount of the remaining \$60.

* *

The missionary potential of the primary and intermediate schools in the overseas divisions and their missions is indicated in the enrollments reported according to types of homes from which the children come: 45 per cent from Adventist homes; 42.6 per cent from non-Adventist Christian homes; and the remainder from non-Christian homes.

VOL. 16, NO. 5, JUNE, 1954

During the quadrennium the assets and net worth of the North American academies have increased at a rate of more than \$1,000,000 a year.

* *

The value of the per student labor supplied by the North American colleges has increased 16 per cent in the past four years.

* *

Every year the colleges of North America are hosts to from four to five hundred students from other lands.

* *

The North American colleges have, during the quadrennium, earned 96.6 per cent of their operating expenses, and operating donations from the denomination have covered the remaining 3.4 per cent.

* *

Students enrolled in the North American colleges earn approximately \$2,000,000 each year in industries, shops, and other forms of student labor provided by the colleges.

* *

During the past four years the elementary school enrollment around the world increased by more than 20,000.

* *

In 1953 the services of 9,599 Seventh-day Adventist teachers were required to instruct the 229,165 children and young people in the church's 4,752 schools around the world.

* *

The worldwide enrollment in the denomination's primary schools increased 19 per cent during the quadrennium, and in secondary and advanced schools it increased 17.2 per cent.

The Seminary Comes of Age

Charles E. Weniger

DEAN
SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

THE Seventh-day Adventist Theological Seminary has come of age. Founded twenty years ago as the Advanced Bible School, the Seminary is now an integral part of the denomination's training program for ministers. By vote of the 1953 Autumn Council, candidates for the ministry completing their college curricula in 1955 will be required to spend a fifth year in training at the Seminary, attaining the degree Master of Arts in Religion, before they are eligible to ministerial internship. This momentous advance in educational requirements for ministers is consistent with rising educational levels, increasing demands of the minister's calling, and recognition of a challenging fact: economy of time demands that men be equipped with intensive instruction before beginning their work, in order that less training may be left to the slower school of experience.

The Seminary has five major objectives:

1. To provide graduate training for church workers whose service is to be primarily spiritual, such as pastors, evangelists, chaplains, writers, Bible instructors, and school home deans.

2. To offer courses in graduate study and research

in Biblical, theological, and cognate fields, in harmony with the teachings, philosophy, and objectives of the Seventh-day Adventist denomination.

3. To prepare missionaries and mission appointees for competent service, through courses designed to acquaint them with the characteristics and needs of the people among whom they will labor, and with working methods of proved success.

4. To offer such advanced courses in the philosophy, organization, content and procedures of Christian education as will equip students for Bible teaching and for administration and supervision in the field of education.

5. To provide for the in-service development of denominational workers through short-term courses and workshops in appropriate fields.

To attain these objectives through curricula leading to the A.M., A.M. in Religion, and B.D. degrees, the Seminary has been steadily increasing its personnel, facilities, and equipment. Its activities are directed by a faculty of ten experienced scholars, all of whom have seen mission service or field experience overseas, and a score of guest instructors

The
Seventh-day
Adventist
Theological
Seminary



and lecturers in specialized fields. A library of 32,000 volumes, besides bound periodicals, pamphlets, microfilms, and photostatic materials; a current list of nearly 150 periodicals; and complete holdings of the major denominational periodicals, provide facilities for research.

The Seminary program, in keeping with the best modern practice, correlates classroom and field experiences. Evangelistic and pastoral activities are directed by M. K. Eckenroth, and include recent major campaigns in Baltimore, Maryland, and community campaigns and numerous Weeks of Prayer in and about Washington, D.C. Classes in preaching, evangelism, pastoral problems, and counseling are strengthened by continual service in pulpit and platform, in church, hospital, and clinic. In a recent quarter, students reported 2,000 visits and calls, 200 sermons, 150 Bible studies, and 38 decisions for Christ.

Among the unique features of the Seminary is its location. Since Washington is the headquarters of the world work of Seventh-day Adventists and the capital of the United States, Seminary students have here the benefit of associating with denominational leaders, and the opportunity of close touch with things of national and international importance. Extraordinary facilities for research are available in the Library of Congress and 237 other general and special libraries in and about Washington. Museums, art galleries, and other cultural advantages abound, and sermons and addresses by men worthy of attention supplement classroom instruction.

The Seminary is also unique in its custom of conducting extension schools and ministerial institutes overseas as well as in the United States. Inaugurated in Europe in 1948, the plan has continued with schools in Uruguay, Mexico, South Africa, and France. Thus far, under the direction of Seminary professors, the benefits of Seminary study have been made available to more than 600 ministers who otherwise would not have enjoyed such privileges.

Dr. R. E. Loasby, director of the 1953 extension school in Collonges, France, reports that the student body, representing seven language areas, showed virile scholarship tempered by devotion to fundamental truths, and a beautiful personal faith. Dr. S. H. Horn, associate instructor at Collonges, reports that students in archeology have since been opening their evangelistic campaigns with lectures on archeological subjects with gratifying results, convinced of the feasibility of this approach by their summer studies. Dr. F. H. Yost, director of the 1952 extension school at Helderberg College, South Africa, pays tribute to the eagerness and industry of the extension students, and notes their significant accomplishment under the stress of compressed study.

To those who desire to secure reliable Biblical and historical source materials, the Field Research Service, directed by Dr. Daniel Walther, reproduces photostatically a wide range of vital material. This service is available to all. Also available to workers who cannot come to Washington to study, are 150 theses in specialized areas of research written by degree candidates, accessioned in the library. Many of these are in constant demand in the field. They may be obtained for study under the provisions of the Interlibrary Loan.

Planned especially for Bible teachers, a study tour of Bible lands is projected for 1955, when a selected group will spend three months, on a credit basis, studying Bible peoples and customs, geography, history, and archeology, not from books alone but in the actual environment in which the people of the Bible times lived.

Besides teaching and directing student activities, Seminary instructors are performing individual creative research. Among recent scholarly publications of great significance, by members of the faculty, is the study on "The Fifth-Century Jewish Calendar at Elephantine," by Drs. S. H. Horn and L. H. Wood, published in the *Journal of Near Eastern Studies*, vol. XIII, no. 1 (January, 1954).

As a depository for artifacts and documents of mission and historical significance, the Seminary announces accession of an ancient and valuable tablet of great archeological importance, the recently named "Seventh-day Adventist Theological Seminary Assyrian King List." By courtesy of Robert K. Hasso, of Lebanon, this tablet is in the library as a permanent loan.

The influence of the Seminary is worldwide. This breadth of influence is symbolized by a device familiar to Seminarians: A standard bearing the phrase, "From all the world to all the world," holds forty-four silk flags, each standing for a different nation. Thus, during the past two years, students and teachers have represented their respective nationalities.

As this issue of THE JOURNAL OF TRUE EDUCATION goes to press, President E. D. Dick and his faculty are intensively restudying curricula and methods in the light of our avowed objectives, with a view to meeting the growing needs of Seventh-day Adventists for graduate training in Biblical, theological, and allied fields. Your Seminary pledges its resources to satisfy these needs.

The cause of God needs efficient men; it needs men who are trained to do service as teachers and preachers. . . . The work of winning souls to Christ demands careful preparation.—ELLEN G. WHITE, *Gospel Workers*, p. 92.

Pattern for Progress at the College of Medical Evangelists

William Frederick Norwood

VICE-PRESIDENT

THE College of Medical Evangelists is concerned with man in health and in disease. Its schools of dentistry, nursing, and medicine, and its ancillary schools approach the health arts and sciences with special reference to diagnosis, therapy, prevention, and rehabilitation.

The college faculties and students are likewise interested in the personal or spiritual problems of the patients whom they serve. Indeed, a belief in the unity or wholeness of man—a conviction promulgated by the founders of the college—demands a total evaluation of the patient's resources, both physical and spiritual. Medical science, in the traumatic decades of this twentieth century, has been forced to re-examine the *psyche* as well as the *soma*. The term *psychosomatic* is now well-nigh popularized among the intelligent laity. Dr. Hans Selye's recent delineation of the stress syndrome is a telling revelation of our generation's folly in attempting to live by bread alone.

At CME we look upon man, the subject of our scientific and spiritual quest, as a wanderer far from the physical and spiritual qualities that once were his. Christian realism leads us to the conviction that evil is not accidental or incidental, but has become a fundamental part of the race. Furthermore, we are skeptical of the optimistic secularism that has dominated much of higher education in the Western world since the turn of the century. At the very center of the Christian faith is an acknowledgment of man's need for a Saviour. An acceptance of this basic truth gives meaning to reality and purpose to life. Such a belief is inherent in the philosophy of education at the College of Medical Evangelists.

A truly Biblical orientation in professional education does not lead to a whimsical skepticism of man's efforts to improve himself. Certainly the problem of evil is malignant and cannot be solved apart from God, but Christians are under the mandate of Heaven to render service to others as they would choose to be served. The very essence of the doctrine of Christian compassion is to make the best use of available facilities for the relief of human suffering. Thus the realistic Christian, be he educator, healer,

or layman, supports and defends all wholesome efforts to elevate the physical, mental, and spiritual status of his fellow creatures.

Acceptance of these truths places the College of Medical Evangelists in an extraordinary position of trust and opportunity. The first half of the twentieth century has witnessed tremendous progress in science and technology. The impact of these changes on the healing arts has given rise to specialism, has created numerous ancillary fields of medical and dental service, and has altered materially the nature of nursing and hospital care and the pattern of dental and medical practice.

From this welter of change and scientific progress has emerged the team concept. Time was when the physician worked quite independently, not unlike his artisan cousins who toiled with material substances. At the present time the physician or the dentist is the key man in a team which involves (in addition to the patient, who is the center of interest and service) interns, residents, dietitians, nurses, technicians, hygienists, and health educators.

During this era of scientific advance, medical practitioners shifted to trained assistants the responsibility of administration of many new techniques of diagnosis and therapy. Not a little of this shift in responsibility has gone to graduate nurses, both in the hospital and in the doctor's office. Sensing this added obligation, leaders in the field of nursing education have responded with the organization of collegiate-level or degree-granting programs. At CME, the Loma Linda School of Nursing and the White Memorial School of Nursing (both diploma schools) have been successfully merged into one organization, the School of Nursing, which offers the Bachelor of Science degree. This school graduated its first class of degree candidates in 1952.

Again recognizing the team concept of modern health sciences, and responding to the denomination's desire for a church-operated dental school, the college has added a School of Dentistry during the past quadrennium. This school admitted its first class in the fall of 1953. This is a historic step in rounding out the composite of professional education at CME.

The college expects that the faculty in each school shall give due attention to scientific investigation. A genuine search for truth is something that flowers from within, and is not a scholastic robe an educator dons or doffs solely to impress visitors or to enhance his professional standing. A true teacher is imbued with a desire to pursue truth and discover the nature of reality, and to indoctrinate his students with that same sacred inquisitiveness. The greatest progress in research at CME during the past four years has been in the basic science departments and the School of Tropical and Preventive Medicine on the Loma Linda campus. Research laboratories have been provided, selected faculty members are taking advanced studies, and several exceptionally well qualified department heads have been added. Clinical investigative studies on the Los Angeles campus also are increasing in number and importance.

The logical and compelling outcome of honest and worth-while investigative work in an educational institution is the birth of graduate studies. As a matter of fact, a research-minded teacher in the basic sciences is not likely to continue long in an academic post without opportunity to guide and instruct graduate students. Actually, graduate students are needed to carry limited roles in larger patterns of investigation. The substitution of salaried technicians and trained assistants for graduate students poses a financial load incompatible with academic budgets. Furthermore, the schools of the college may greatly simplify their faculty recruitment

problems by utilizing their own personnel and facilities for the development of academic personnel. Hence, there is an organic necessity for planned education at CME. A Council on Graduate Studies has been appointed, and several programs are being formulated.

The College of Medical Evangelists is learning through experience that its public relations are of utmost importance. Its publics are many—students, employees, patients, church bodies, community agencies, professional bodies, accrediting agencies, the general public. Their viewpoints are many and varied. A meaningful interpretation of the college's purposes, policies, and multiple activities is proceeding according to a long-range plan. The college officers are particularly desirous of giving to the church and its constituency a true and accurate picture of its one medical education center. They are hopeful that an equally faithful interpretation of CME to the public generally will in time result in channeling to the college much-needed funds for growth and development.

As we contemplate this pattern for progress we are reminded that bigness is not always greatness, and that change is not always progress. We believe we shall serve the church and society best if quality, not quantity, is our goal in both education and professional service. It is our sincere desire to send from the college men and women who are spiritually devout, intellectually honest, professionally competent, and unselfishly dedicated.

New Library-Administration Building, CME Loma Linda Campus



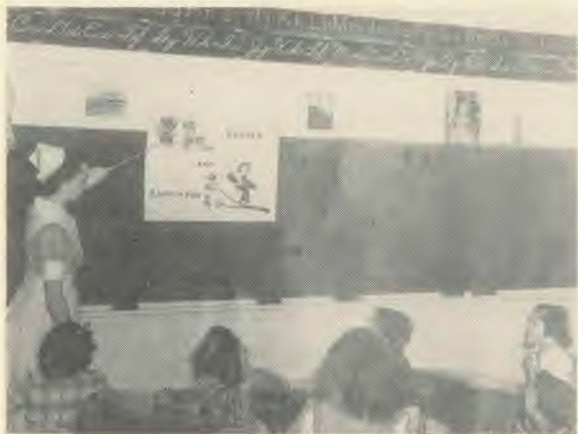
Developments in Nursing Education 1950-4

D. Lois Burnett, R.N.

ASSOCIATE SECRETARY
FOR NURSING EDUCATION AND NURSING SERVICE
GENERAL CONFERENCE MEDICAL DEPARTMENT

THE professional developments in Seventh-day Adventist nursing during the past four years have closely paralleled like developments in the respective countries where our medical work is established. Serious efforts have been made to strengthen the denominational aspects of all programs in nursing.

The press, radio, and other means of communication keep the North American public continuously informed of attractive opportunities for the education of both professional and vocational (practical) nurses. A potential student of nursing is instructed as to where she may enroll in a good nursing school. She is advised that if she qualifies as a professional or a vocational nurse, she will make a major contribution to the hospital services of the community, and her own life will be enriched.



Education for Healthful Living Is a Part of the Basic Professional Curriculum in Nursing

Social and economic conditions in the country also have their influence upon the nursing supply. The decrease in birth rate during the depression years has decreased the present number of possible recruits for vocational education. The Census Bureau reports: (1) there is a trend toward earlier marriages; (2) there are fewer single women today than ten years ago; and (3) the younger age groups have higher birth rates than for some time past. It has also noted that the majority of women received their specialized and higher educational preparation prior to marriage. Since there is a marked increase in the number of

youth securing education beyond the secondary, the college is the largest source for recruits in nursing.

Inasmuch as young married nurses are primarily concerned with family responsibilities, nursing services must increasingly look to those who are approximately thirty-five years of age or over. Statistics show that the median age of the employed woman is thirty-seven years, and that a woman of forty who has specialized training may be readily available for service of that skill for ten years or more to come, whereas a girl of twenty may be available only briefly before marriage and then not again until forty or over. To encourage married women to return to nursing service, administrators find it increasingly desirable to arrange for part-time employment of this group and to provide year-round refresher courses.

In-service educational opportunities are essential for all groups of nursing service personnel; not only for those who wish to return to active nursing, but also to provide means of professional growth. In-service educational programs in nursing are particularly important in the overseas divisions, where facilities for advanced education in nursing are not readily available and the cost of going long distances for specialized education is usually prohibitive.

In the overseas divisions much study is being given to qualifying the national nurse for all types of nursing service needed in the respective mission fields. This means that the in-service educational program must be markedly extended to give the national graduate ability in supervision and teaching as well as general development in professional nursing.

In the past the overseas divisions have been able to call professional nurses from the home bases. However, the enlarged demand for nurses at the home bases is increasing the difficulty of filling more than the major administrative and teaching positions overseas. It is increasingly desirable to qualify the national nurse for effective and adequate service in her own country, to her own countrymen. For long-term planning it is also more economical.

Community service is being more extensively emphasized in education of the Seventh-day Adventist nurse. Instruction in public health nursing under supervision is being provided in our North American collegiate schools of nursing, to qualify the nurse for first-level positions in public health nursing. Gen-

erally speaking, our denominational schools of nursing, including the hospital schools, aim to qualify the students to give instruction in home nursing as a part of their public health nursing service. If the student can acquire this ability in her basic preparation, she will be better qualified to carry responsibility in community and church health programs.

One great nursing need throughout the world is for administrators and teachers of nursing. In the overseas divisions where the medical institutions are generally small, there are few who are qualified for these positions. It is believed that if the medical and educational institutions within a union mission will combine their facilities for the education of nurses, a more effective educational program can be provided. The Southern African Division is currently endeavoring to implement such regional planning, with a view to extending the ministry of nursing.

Preparation for the administration, teaching, and practice of medical and surgical nursing will be materially strengthened by the new graduate program in nursing education, leading to a Master's degree, which is to be offered by the College of Medical Evangelists beginning with the 1954-55 school year. Field experience under supervision will be included in this curriculum.

The past four years have seen a marked increase in the number of students in collegiate schools of nursing. More than half of the Seventh-day Adventist nursing students in North America are now being graduated from the collegiate schools of nursing. This has decreased the demand for the nursing education major leading to a Bachelor of Science degree.

Three of the four collegiate schools of nursing in North America are now fully approved by the National League for Nursing Accrediting Service. In 1952 this league carried on a program of temporary accrediting in the United States. In this evaluation all Seventh-day Adventist schools of nursing under conference control which were not already fully accredited, received temporary accreditation—with five years in which to qualify for full accreditation.

Five of our hospital schools of nursing in North America have recently accelerated their programs to include the college prenursing year as a part of the thirty-six-month program. Evaluation of these educational programs is being undertaken by the respective faculties. The advantages of carrying classwork on a year-round plan and of closer correlation between clinical experience and classroom teaching are increasingly apparent. It is believed that marked improvement in the educational program of the hospital schools of nursing will result.

As the nursing student's time is spent more fully in enriching her educational preparation for nursing,

less time is given to excessive repetition of many activities in the hospital nursing service. The student's financial value to the hospital is thereby reduced. An increase in the cost of educating the nurse is therefore to be expected. To the present time the Seventh-day Adventist Church has not provided financial subsidy for the education of nurses to the extent that it has provided for other types of education under denominational control. Study should be given to the development of a more adequate fi-



Graduate Nurses in the B.S. Program in Nursing at La Sierra College, with Mrs. Anna Edwardson

financial plan for the education of nurses, including loan funds and scholarship plans for nursing students.

With the increased responsibilities coming to the professional nurse, auxiliary nurse workers are necessary as permanent members of the nursing service personnel. This need is now largely supplied by nurse aids who have received their preparation on the job. This auxiliary group should be enlarged through the education of vocational nurses.

Vocational nursing currently appears to be more attractive to women in their thirties or above than to those recently graduated from secondary school. Therefore, it has been rather difficult to increase the enrollment in schools for vocational nurses; however, steady progress is being made in this direction. To date twelve-month programs in vocational nursing are being offered at Madison College, Riverside Sanitarium and Hospital, Union College, and Walla Walla College. Glendale Sanitarium and Hospital has established an affiliation with its local city junior college for a twelve-month course in vocational nursing.

Looking to the future, education for Seventh-day Adventist nurses is expected to improve in quality because of the development of broader understandings and closer working relationships between the faculties of educational institutions and those who direct the education of nurses.

How It Works

W. Homer Teesdale

PRESIDENT
HOME STUDY INSTITUTE

YOURS may be a modern automatic wrist watch that needs no winding but keeps unusually accurate time. A supersonic warplane may have been lost in the distance before its flash across the sky became audible to you. Curiosity that prompts investigation of such wonders may be restrained by the jeweler's warning or by the guard at the airfield.

But many times it is profitable and entirely safe to learn how certain processes unfold or how delicate operations are performed. These are often related to matters of greater concern than the ticking of a watch or the speed of a mechanical wonder in the sky. They may reveal for others how someone achieved success at a particular task.

Every year thousands of new students register for work with the Home Study Institute. Why do they do it? They have seen others receive credits that helped them along toward graduation and into a richer life. How can it be done by mail when most schoolwork is done in a classroom under the personal direction of a teacher? Well, this is how it works.

Here is an academy student who needs English Literature so that he can graduate next year with his class, or a college student who wants Psychology of Learning so she can be certificated to begin teaching in September. Circumstances allow working on these courses during the summer or while earning money during the winter. The student writes to the Home Study Institute for information and is soon enrolled for work. The work proves to be fascinating.

But who made these lessons? How are they handled? Will the credit be accepted anywhere?

Let us suppose that a certain set of lessons has been in use for several years, that an unusually attractive new book has appeared, and that a teacher of outstanding skill in the classroom and particularly adept at writing measurement exercises is found. The need is laid before her, the patterns of work are presented, points of emphasis are discussed, and compensation is agreed upon.

Once the course of lessons is prepared, it is sub-

mitted to the home office for critical analysis and a comparison with standards of such work. Every detail in the exercises is studied to make sure it is crystal clear at first reading and that it requires something which is adequately covered by textbook or other material. Then, too, it must be equal in value to work expected of students in the resident school, and as stimulating and intriguing as words can make it.

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Sabbath, July 24, 1954

There should be an educational rally in every church. Please use the excellent program materials that will be sent to each church in ample time.

Watch for this special material.

▶ Missionary-minded girls of San Pasqual Academy (California) have given \$350 to help students in France; packed 14 boxes of warm clothing for Austria, France, and Italy; sent 15 Ellen G. White volumes to Austrian Missionary Seminary; and Picture Rolls and hymnbooks for evangelistic use in France.

▶ The Week of Prayer conducted at Asheville Agricultural School (North Carolina) by Elder E. L. Morley was fittingly climaxed by baptism of seven students on Sabbath afternoon. Several others are preparing for later baptism.

▶ The field evangelism class of Union College have won 113 converts during the past three and a half years.

▶ The Crusaders for Christ of Gem State Academy (Idaho) broadcast weekly over station KFXD.

▶ The Georgia-Cumberland Conference reports a gain of 6 church schools, 12 teachers, and 135 pupils over last school year. Would that every conference might do as well or better!

▶ The little Iceland Mission, with a membership of less than 400, is courageously carrying on its own training school, with an average attendance of 25 students. The first graduating class of 12 members was presented last spring. In addition, there are 2 church schools, with 4 teachers and more than 80 pupils.

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► Pupils of Poplar Bluffs (Missouri) church school conducted the entire Sabbath school program last February 27, from song service to benediction, including superintendent-of-the-day, secretary's report, special music, mission report, review of previous week's lesson, and teaching of youth and senior classes! The junior choir sang during the church service following. Miss Zada Morrow is the church school teacher.

► Theology students of Union College have been conducting evangelistic efforts in several nearby communities, with good results. Four persons have already been baptized and others are keeping the Sabbath and planning for early baptism.

► The first \$300 career scholarship presented by the Pacific Press went to John Kerbs, junior theology major at La Sierra College.

► February 12-14 was concert tour weekend for the choir of Platte Valley Academy (Nebraska). Three sacred and two secular programs were given in as many different cities.

► More than \$11,000 Ingathering funds were reported by the six training schools of Northern Europe—Zandbergen (Holland), Vejlefjord (Denmark), Ekebyholm (Sweden), Toivonlinna (Finland), Newbold Missionary College, and Stanborough Secondary School (England).

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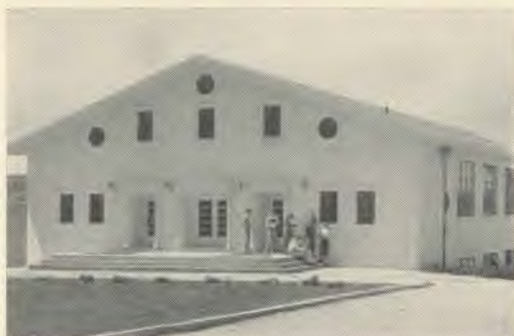
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► Mountain View College (Mindanao) is now fully recognized by the Philippine Government as a junior college. The average student works 70 per cent of his school expenses, and every student works a minimum of 12 hours per week. The teachers also share in the work program, none working less than 12 hours a week. About 75 students are active in evangelism, with a goal of 100 baptisms this year.

► A 350-voice choir made up from seven southern California academies and the two La Sierra College choirs presented a choral festival Sunday evening, April 4, at La Sierra College, under direction of Dale Robbins, choral director of San Bernardino Valley College. The various choral groups presented individual selections also.

► Philippine Union College has received an appropriation of P20,000 from the North Philippine Union Mission board, to be used in enlarging the poultry and laundry units, and in establishing a health food industry to provide employment for more students and income for the school.

► West Indian Training College (Jamaica, B.W.I.) began its 1954 school year on January 5, with an opening enrollment of more than 300. Dormitories are packed and a number of students are rooming in private homes—and still many were turned away for lack of room.



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VOL. 16, NO. 5, JUNE, 1954

51

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- ▶ The girls of Auburn Academy (Washington) "adopted" five needy Indian families at Christmas-time. Clothing brought in was mended, washed, and ironed, and a layette was made for a new baby. The girls went caroling the evening of December 20 and received large donations of food and cash for their project. Not to be left out entirely, the boys' club and the nurses' club each contributed \$10 cash to help buy food. A wonderful time was had by all, and the gratitude of the families thus helped was most heart warming.
- ▶ The radio broadcasting class of Union College has been given a television set by a Lincoln business firm. A class member donated the necessary aerial.
- ▶ At the close of the spring Week of Prayer conducted by Principal Osmunson at Forest Lake Academy (Florida), 24 students requested baptism. On Sabbath afternoon 25 carloads of students joined in a Share Your Faith venture, making 276 missionary contacts and enrolling 136 in the Bible correspondence course.
- ▶ La Sierra College industries are being expanded this spring by the construction of a new, fully equipped gasoline station; new ovens and other equipment to increase bakery production for sale through the college store and other local stores; and two new presses for the print shop. A total of \$29,000 has been allocated to this industrial expansion program.



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Auburn Academy

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► In the Personal Evangelism Crusade, 235 students of Pacific Union College have distributed more than 33,000 pieces of gospel literature during this school year. Many persons are showing real interest, and some are receiving Bible studies. Several branch Sabbath schools and story hours are being conducted.

► "The Abundant Life" was the theme of an inspiring student week of devotion at La Sierra College, February 21-26, aimed at more active student participation in campus religious exercises.

► Twelve students of Union College were baptized at the close of the spring Week of Prayer conducted by Captain Lawrence E. C. Joers.

► The Associated Students of Columbia Academy (Washington) raised \$346.95 as a Christmas gift for the Lakpahana Training Institute in far-off Ceylon.

► A joyous Week of Prayer was conducted at Adelpian Academy (Michigan) by Duane Miller, and a number of students requested preparation for baptism.

► Liberian Mission School (West Africa) has doubled its enrollment in the past four years—from 56 to 114—and has applications for 175 boarding students plus many day school pupils for the 1954 school year. Last year 43 students joined baptismal classes, 15 of whom have been baptized, and the others will be a bit later.

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A. O. Dunn, Principal

- ▶ The Oud-Zandbergen Junior College (Holland) is going forward courageously, offering two courses, secondary education and first two years of the theological course. The present enrollment is 32. Already 19 students have been graduated, 13 of whom are now active in the ministry.
- ▶ Sandia View Academy (New Mexico) has passed its Ingathering goal of \$1,008 by a good margin. The total in mid-January was \$1,183.79, and the young folk were still going strong.
- ▶ Students of Campion Academy (Colorado) are broadcasting a 30-minute program of inspiration each Sunday morning over the Longmont Station KLMO.
- ▶ Following the Week of Prayer conducted by Andrew C. Fearing at Oshawa Missionary College, 29 students joined a baptismal class.
- ▶ "The Little Red Schoolhouse" is broadcast from the chapel of Canadian Union College over Station CKRD in Red Deer. Listeners in the Red Deer area are giving the program a fine reception.
- ▶ The West Nordic Union Conference reports 16 church schools, with 28 teachers and a total enrollment of 400 children. The training school at Vejlebjerg (Denmark) has enrolled 123. Baptism of 34 students was a high point in the year's experience.

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MADISON COLLEGE

TENNESSEE

Northern Europe

(Continued from page 9)

been carried on during the quadrennium. Nigerian Training College, Ibie, has added a new administration block, two dormitory units, and a commodious church. The Bekwai Training School at Bekwai, Gold Coast, has just completed a modern and efficient classroom block that has attracted much favorable comment from education authorities of the Gold Coast Government. A boys' dormitory has just been completed at the secondary school in Konola, Liberia. In the Ethiopian Union, the training school at Kuyera has added a classroom block and a boys' dormitory; and the Eritrean Mission dedicated a classroom, dormitory, and office unit at the opening of school last September. Akaki Mission School, a few miles out of Addis Ababa, has added two new dormitories of masonry construction within the past two years. And finally, the Danish Mission School at Vejle-fjord, Denmark, has just completed a beautiful new residence hall, which provides attractive accommodations for the young women and frees urgently needed classroom space.

The basic objectives of Seventh-day Adventist

education have been restudied and re-emphasized, and the continuing responsibility for spiritual growth and leadership has been stressed at the various group meetings for teachers and administrators. The quadrennial division-wide educational council held at Stanborough Park, England, in August of 1952 was attended by more than sixty educators and administrators from all parts of the field. Various union and local conferences have conducted teachers' institutes and annual conferences of school principals. Formal survey committees have inspected every secondary and advanced training school in the division field, with resulting improvement in educational services to the Advent youth and to the cause of God. Last, but not least, new ground was broken in the holding, at the Danish Mission School in June of 1953, of a week's special study for the home deans of the six boarding schools in the northern part of the division field.

The past four years have been fruitful, full of challenge and opportunity in the great program of Christian education. Its cost in time and money finds full justification in the lives of hundreds of youth who have accepted Christ.—

L. MARK HAMILTON, *Educational Secretary.*

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OAK PARK ACADEMY

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Nevada, Iowa

R. E. Hamilton, Principal

- ▶ Students of Lynwood Academy (California) are conducting a series of Sunday evening youth evangelistic meetings, with one hundred per cent faculty support and the specific sponsorship of Bible Teacher W. J. Boundy.
- ▶ Adelpian Academy laundry (Michigan) not only keeps the school family spic and span, but serves more than 100 community customers. About 25 girls find employment in the laundry to help meet school expenses.
- ▶ Ethiopian Union Mission reports 5 elementary schools and a training school in the making, with a total enrollment of 975 young men and 282 girls.
- ▶ The East Nordic Union Conference reports 185 students enrolled in its two schools: 98 at Toivonlinna (Finland) and 87 at Ekebyholm (Sweden).
- ▶ The 17 members of the Union College Bible study and visitation band, in a little more than two months from organization, made 350 missionary contacts and distributed about 500 pieces of literature.
- ▶ An interesting fact in connection with the new addition to Conard Hall—women's home at Walla Walla College—is that all the steel fabrication was done by their own powerhouse crew, under direction of Leland Parker.

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Administration Building

MONTEREY BAY ACADEMY

WATSONVILLE, CALIFORNIA

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► Baptism of 27 young people climaxed the Week of Prayer conducted by Pastor Frank Unger at Bethel Training College (South Africa).

► A Youth Effort was conducted Friday and Sunday nights, January 29 to March 7, in the North Hollywood Seventh-day Adventist church, by members of the speech class of Glendale Union Academy (California).

► A certain mine in Crow Wing County, Minnesota, became important to 23 Washington Missionary College girls recently when \$2,100 accumulated interest was divided among them through the Margaret Houlton Kendall Aid Fund.

► The North Philippine Union Mission reports opening of 12 new church schools during the 1953-54 school year, increasing the enrollment from last year's 2,819 to 3,273. At the same time the academy enrollment has increased from 704 to 754.

► The new Harrison Memorial High School (Montego Bay, Jamaica, B.W.I.), with its fifty students, is as a "tiny seed that with God's blessing and guidance will grow into a mighty tree, providing shelter and inspiration to the youth of the West Jamaica Conference." Although the school building is still unfinished, it is being used, and a good school spirit exists.

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General Conference Department of Education

(Continued from page 21)

grades seven and eight is in preparation. The department provided the school section of the book *Planning Church and Church School Buildings*, published in 1953 by the Review and Herald. In addition, the elementary school section of the department has prepared numerous pamphlets and leaflets on school libraries, curriculum enrichment, teaching standards and procedures, and educational promotion, all focused on the principles of Christian education.

The project of preparing suitable new textbooks on the secondary school level, begun in the previous quadrennium, has gone forward. To the *Life and Times of the Old Testament* and *The Development of the Christian Church* has been added a new Bible doctrines textbook, *Principles of Life*. A much-needed fundamentalist biology textbook, *Biology, the Story of Life*, has been put into the schools. Work is in progress on three other books for secondary schools: a denominational history, the reconstruction of *Youth Problems*, and a textbook on health and physical education.

Many new syllabuses have been prepared in secondary school subjects, and others have been revised. There are also new handbooks for teachers and for officers of school administration.

There is in process a manual for school home deans in colleges and academies, a textbook and guide for those who hold this most important position in Adventist colleges and boarding academies, to assist them in directing the spiritual and social program in the school homes, and to lay down the pattern of Christian counseling. Work has also begun, with the active cooperation of the Ellen G. White Publications, on a college textbook on the Spirit of prophecy, which will be developed with assistance from ministers and Bible teachers. It is expected that this will be ready for the schools in 1956.

We pay tribute to the many teachers and others who have given so generously of their time and talents to writing and editing in this extensive program of book production.

The Lord has wonderfully blessed the educational work of the denomination during this quadrennium. Under His inspiration and direction teachers and administrators have been humble instruments, serving in the "nicest work" given to man.



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C. B. Mosher, Principal

▶ Middle East College (Lebanon) passed its Ingathering goal in two days, with more than L. £4,000 (\$1,280).

▶ Cafeteria workers of Union College sent a Christmas gift of \$30 to Philippine Union College, for new chairs in its cafeteria.

▶ Emmanuel Missionary College was host, last March 7, to the 1954 Band Festival of the Lake Union. Five academy bands made up the composite 150-member band in the evening concert.

▶ Washington Missionary College will offer a new curriculum in agriculture next school year, leading to a B.S. degree. This course will be carried on in conjunction with nearby University of Maryland.

▶ Maplewood Academy (Minnesota) was host to a youth rally the weekend of February 12 and 13. V. W. Becker and Boyd Olson, Missionary Volunteer secretaries for Northern Union and Minnesota conferences, were in charge.

▶ The broom shop at Sandia View Academy (New Mexico) is prospering, especially since it has a new stitcher. Sales average about \$1,000 a week. The farm crew are also rejoicing over several items of new equipment, including a hay baler, a drill, and a scraper.

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Southern Europe

(Continued from page 10)

In the Cameroons, a friendly chief has given us one hundred acres of land on which will be developed an advanced training school. The principal has been chosen and definite plans have been laid.

The church school work in our division has to cope with great difficulties because of governmental regulations, but we are making progress. New church schools have been established in Bern and Zurich, Switzerland.

We have developed a plan for organized religious instruction in the churches where there is no church school. Thus the children who must attend public schools are influenced and instructed in the truth by Christian teachers outside of their regular schoolwork. A 365-page Bible textbook has been published in French, to be used in this program as well as in our elementary and intermediate church schools.

A high light was the educational convention held in 1952 at Schloss Bogenhofen, attended by more than forty delegates from all over the division. Professors Cossentine and Rasmussen

of the General Conference Department of Education gave most helpful instruction.

During the Seminary Extension Course at Collonges in the summer of 1953, Drs. R. E. Loasby and S. H. Horn and Elder R. A. Anderson conducted valuable classes for the 67 preachers, teachers, editors, and others present.

Another interesting feature is Maurice Tieche's Sunday morning educational program over all French network stations. These broadcasts are received enthusiastically, and thousands of letters pour into our Paris office.—
OTTO SCHUBERTH, *Educational Secretary.*

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