

20/5

The JOURNAL of TRUE Education

Summer, 1958

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20/5

God Gave Us Christian Education

"That our sons may be as plants grown up in their youth; that our daughters may be as corner stones, polished after the similitude of a palace: that our garners may be full." Psalm 144:12, 13.

The

CHART

and

COMPASS

of

CHRISTIAN
EDUCATION

LAST winter I left Thailand early one morning, returning to the United States. From time to time the captain of the giant constellation invited passengers to visit the control room. He had engaged the automatic pilot and was not always fully occupied. The navigator, however, worked constantly at his maps and charts, planning the course we were to follow. First the course led over Burma's mountains till we sighted the Salween River emptying into the Indian Ocean. Thereupon the navigator called a different compass reading to the pilot, so that ere long we passed over Rangoon and a few minutes later saw the Irawaddy River. When we reached the Bay of Bengal, another compass reading was made that brought us, late in the afternoon, to Calcutta, India, just above the vast delta of the Ganges.

After being refueled, the plane took off again, heading across India in the darkness. At the captain's invitation I joined him in the cockpit, where I sat in the copilot's seat and watched the darkened land four miles below. The captain seemed to glance at his instruments or change the compass dial only occasionally, as requested by the navigator. As he did so the automatic pilot would turn the plane undeviatingly in the correct direction. Soon the Indus River was below us, and we began losing altitude. By carefully using the chart and compass the navigator and captain had brought us 2,500 miles unerringly, to a perfect landing on the pinpoint of land at Pakistan's Karachi airport.

God has provided the Seventh-day Adventist Church an explicit educational chart and compass that, if followed, will bring us and our children safely to our eternal homeland. The counsels by which we have established and now maintain our own schools are contained mainly in five books written by Ellen G. White: *Education*, published in 1903; *Counsels to Parents, Teachers, and Students*, 1913; *Fundamentals of Christian Education*, 1923; *The Adventist Home*, 1952; and *Child Guidance*, 1954. These books not only chart the way in which our schools are to operate but, with the Bible as a compass, they enable us to check our course, to make sure that we travel in the right direction. Though the chart has not always been followed perfectly, our church now operates 1,140 schools in the United States and Canada, and 5,137 in all the world, with a total enrollment of more than 273,000.

In the following pages we present and illustrate certain key statements from our "chart," which graphically explain why our church began and still maintains its own school system, and what we hope to accomplish by this means—for the parents, the youth, and the church. We urge you to study them carefully. The children and youth of the church are its most valuable asset, vital to its survival, growth, and welfare.

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THE JOURNAL OF TRUE EDUCATION

What Is a Christian

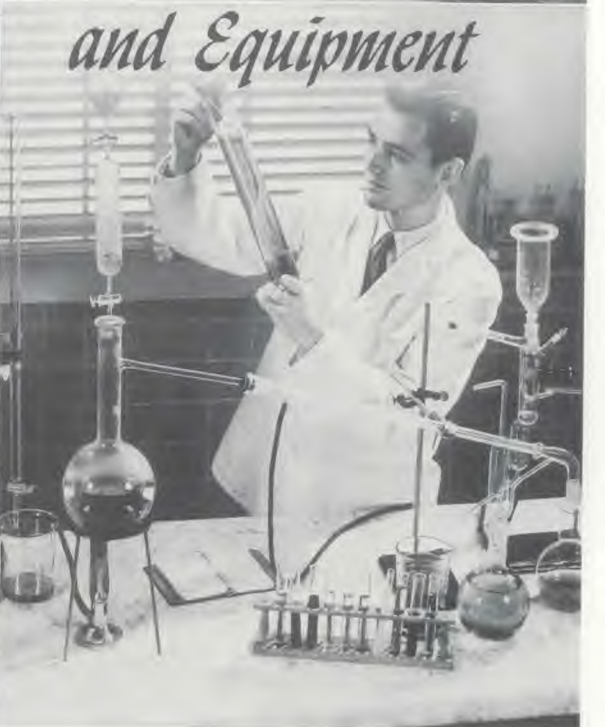
SCHOOL?

Many Seventh-day Adventists do not fully understand what Christian schools are, or what are their exact objectives.

As editors of your church's educational journal, we should like to explain why our denomination goes to such great expense and effort to establish and maintain its own schools.

Please take a few moments with us, turn the page, and read what an Adventist school really is designed to accomplish.





MERRIM, FROM MONKMEYER; EWING GALLOWAY



It Is Students



and Teachers

IT IS ALL OF THESE --
BUT MUCH MORE!

"It is to fortify the youth against the temptations of the enemy that we have established schools where they may be qualified for usefulness in this life and for the service of God throughout eternity."—*Counsels to Parents and Teachers*, page 495.



H. M. LAMBERT; DAVID STRICKLER; A. DEVANEY; EWING GALLOWAY

THE CHRISTIAN SCHOOL IS, FIRST OF ALL, THE CHRISTIAN HOME . . .

"Parents should be the only teachers of their children until they have reached eight or ten years of age."—*Fundamentals of Education*, p. 21.

"Children should be taught very young to be useful, to help themselves, and to help others."—*The Adventist Home*, p. 283.

"The only schoolroom for children . . . to ten years of age should be in the open air. . . . Their only textbook should be the treasures of nature."—*Fundamentals of Education*, p. 21.



ELIZABETH HIBBS; H. M. LAMBERT; FREDYK LEWIS; EVA LUOMA

WHERE PARENTS SHARE THEIR FAITH IN GOD WITH THEIR CHILDREN



MAX THARPE

"It is in the home school that our boys and girls are to be prepared to attend the church school. . . . Diligent, faithful instruction in the home is the best preparation that children can receive for school life."
—*The Adventist Home*, p. 185.

"If you would meet God in peace, feed His flock now with spiritual food; for every child has the possibility of attaining unto eternal life. Children and youth are God's peculiar treasure."—*The Adventist Home*, p. 280.



A. DEVANEY

SUPPLEMENTING THE CHRISTIAN HOME IS THE CHURCH'S ELEMENTARY SCHOOL

"The Lord would use the church school as an aid to the parents in educating and preparing the children for this time before us. Then let the church take hold of the school work in earnest, and make it what the Lord desires it to be."—*Counsels to Parents and Teachers*, p. 167.

"It is the nicest work ever assumed by men and women to deal with youthful minds."—*Fundamentals of Education*, p. 15.



"The early education of youth generally shapes their characters for life."—*Fundamentals of Education*, p. 19.

"Wherever there are a few Sabbathkeepers, the parents should unite in providing a place for a day school where their children and youth can be instructed. . . .

"Work as if you were working for your life to save the children from being drowned in the polluting, corrupting influences of the world."—*Testimonies*, vol. 6, pp. 198, 199.





... WHERE BOYS AND GIRLS WORK TOGETHER-- WITH CHRISTIAN TEACHERS

"Now the Lord would have the children gathered out from those schools where worldly influences prevail, and placed in our own schools, where the word of God is made the foundation of education.

"If ever we are to work in earnest, it is now. The enemy is pressing in on all sides, like a flood. . . .

"To train the young to become true soldiers of the Lord Jesus Christ is the most noble work ever given to man. . . .

"And all thy children shall be taught of the Lord; and great shall be the peace of thy children" (Isa. 54:13).



"Teachers who study the word of God as it should be studied will know something of the value of the souls under their care, and from them the children will receive a true Christian education. . . .

"We cannot afford to separate spiritual from intellectual training."—*Counsels to Parents and Teachers*, pp. 166, 167.





MAX THARPE

"In planning for the education of their children outside the home, parents should realize that it is no longer safe to send them to the public school, and should endeavor to send them to schools where they will obtain an education based on a scriptural foundation. Upon every Christian parent there rests the solemn obligation of giving to his children an education that will lead them to gain a knowledge of the Lord, and to become partakers of the divine nature through obedience to God's will and way."—*Counsels to Parents and Teachers*, p. 205.



"The world's maxims, the world's customs and practices, are not the teaching that they [students in our schools] need. Let them see that the teachers in the school care for their souls, that they have a decided interest in their spiritual welfare. Religion is the great principle to be inculcated; for the fear of God is the beginning of wisdom."
—*Counsels to Parents and Teachers*, pp. 501, 502.



"The education and training of their children to be Christians is the highest service that parents can render to God."—*Christ's Object Lessons*, p. 195.



Off to School—At What Age?

Joyce Wilson, R.N., M.P.H.

ASSISTANT SECRETARY FOR HEALTH EDUCATION
GENERAL CONFERENCE MEDICAL DEPARTMENT

The only schoolroom for children until eight or ten years of age should be in the open air, amid the opening flowers and nature's beautiful scenery, and their most familiar textbook the treasures of nature. These lessons, imprinted upon the minds of young children amid the pleasant, attractive scenes of nature, will not be soon forgotten.¹

We have all read this statement and several other similar ones in the Spirit of prophecy. We have pondered them; we have studied them in the light of present-day trends in education. And we have been at a loss to find reasons for the present practices of many Adventist parents who endeavor to send their children to school as soon as they become six years old.

Some State laws require children of six years of age to be in school, and it is general practice, in both private and public schools across the country, to admit children of six, and even five, to formal schooling. Seventh-day Adventist schools attempt to hold to the union conference educational policies, and not admit children who have not had—or will not have—their sixth birthday by a certain date. But every year there is difficulty with certain parents who insist that *their* children are superior, both mentally and physically, and should be admitted to school, as exceptions to the rule.

If you—teacher, superintendent, or parent—have faced this situation, struggled within yourself to know how to deal with it, how to reconcile your own convictions with current trends and policies, and have felt, as you did so, that you were all alone—relax! You're not! The situation exists everywhere.

Why "until eight or ten"? In studying the writings of the Spirit of prophecy we discover at least two reasons for the statement quoted at the beginning of this article:

In order for children and youth to have health, cheerfulness, vivacity, and well-developed muscles and brains, they should be much in the open air, and have well-regulated employment and amusement.²

The system of education carried out for generations back has been destructive to health, and even to life itself. Many young children have passed five hours each day in schoolrooms not properly ventilated, nor sufficiently large for the healthful accommodation of the scholars.³

Physical health, then, is the major reason why God has counseled parents not to send their children to

school until they are eight or ten years old. In spite of improvements in many of our modern schools, the above quotations are still valid. Stop and think a moment! All teachers and many parents today have taken college courses in child growth and development. They know the physical growth characteristics of children, but are they able or willing to apply this knowledge to the children entrusted to *them*?⁴

For example, they know that young children need big-muscle activity, and at frequent intervals. Teachers recognize that when small-muscle activity, such as reading or any close work, is required of the young child he becomes fidgety and nervous, and his span of attention is short. Is the school program set up to meet these characteristics?

At home the child is rarely required to do close work; what he does is at his own initiative. But school programs are of necessity more stereotyped than this, and the child cannot pick and choose when to do this thing or that. When the child enters the first grade, small-muscle activity is substituted for large-muscle activity, and most children are physically unready for this change.

Differences in maturity. Growth rates vary from child to child. No two children mature at the same rate—physically or mentally, socially or psychologically. In spite of this, as stated by Dr. Kenneth Soddy:

For many years, if an individual child happened not to be ready for school at the usual time, it was assumed that there must be something wrong with the child, the parents, or both. Nowadays, the whole subject is becoming more self-conscious: we are aware that school is an artificial and not a natural affair; some of us recognize the illogicality of dooming a child to be abnormal for not being ready at an arbitrarily determined age to do something quite artificial.⁴

Another outstanding authority on child growth and development declares that serious thought must be given to the individual growth differences, because:

Patterns of growth have many variations, fast and slow, steady and irregular. These differences in rate are true not only of physical growth, but also of mental, emotional, and social development as well. A child of good mentality may be mentally ready for school at six, but in emotional and social ways, he may be more like a four-year-old, with school life too hard for him. The big, physically well-developed boy may be immature socially and mentally.⁵

Physical surroundings are important. Seating, lighting, ventilation, heating—all are important, at home or in school. This is emphasized in the context of our opening statement:

It has been the custom to encourage children to attend school when they were mere babes needing a mother's care. When of a delicate age, they are frequently crowded into ill-ventilated schoolrooms, where they sit in wrong positions upon poorly constructed benches, and as the result the young and tender frames of some have become deformed.⁶

How can an open-air schoolroom be achieved with the physical plants serving as church schools in most areas today? It isn't easy, but with careful attention, seating *can* be adapted to the individual student; lighting *can* be improved until, by a careful combination of artificial and natural illumination, the standard of thirty foot-candles on reading surfaces is achieved. Most classrooms *can* be better ventilated to take advantage of the open air, besides which there should be frequent, supervised, out-of-door exercise and employment.

But there are definite limits to the adequacy of our adaptation. We cannot, in formal schooling, shorten the required number of hours nor change the curriculum set up by the States and the union conferences.

Vision, too. There is also the matter of vision, which is a highly complex sense. In this, as in other phases of growth and development, each child progresses at his own rate and in terms of his own potentialities. The eyes of some children mature more slowly than do others, and no set rule for age of maturity can be laid down. Therefore, there is no guarantee that the child of six is visually ready to read.

Many texts and articles have been written on reading readiness, and the part that vision plays in this readiness. Schoolwork is 85 per cent visual. This means that unless the student is *visually* ready for school, frustration, apparent laziness, dullness, and other symptoms of eye difficulty may result. Reading, and many of the related language arts that make up the major portion of all schoolwork, will be delayed if the child is not visually ready for school.

Jenkins, Schacter, and Bauer bring this out in the declaration that:

The eye is not ready for much near work until the eighth to the tenth year, when the usual tendency toward farsightedness is naturally corrected.⁷

Cole points out that boys mature more slowly than do girls—physically, intellectually, and emotionally—and are, on the average, nearly a year behind girls of the same age on entrance to school. Consequently, more boys than girls become reading failures.⁸

Eye complaints among pupils in the primary grades may denote that too much is being demanded of their eyes. Research findings indicate that many six-year-old children have poor vision, particularly at near point (the reading distance) even though they have little or no refractive error. The findings indicate that the difficulty results from a lack of maturation, slow development of good binocular vision, rather than from visual defects.⁹

Dr. Louis Jaques, Sr., in addressing the Oklahoma Optometric Association meeting at Tulsa, Oklahoma, in April of 1956, declared:

Children should not be allowed to read before they are eight years old. Schools should have a simple play program for children until they reach eight. Reading is a visual skill of the highest order. The eyes of a child are not mature enough to cope with the printed page before he is eight. When he is forced to start learning to read at five or six, he develops habits that must be unlearned at a later age.¹⁰

Can we know when a child is ready for school? A complete physical examination, including a vision examination (the use of the Snellen E chart is still the recommended procedure), will be of real value. This should be a *must* for every child contemplating entrance to school. Of course, a child can be fit medically—no defects or disabilities—yet not be socially or emotionally ready for school.

A current educational trend. Many State departments of education are seriously reviewing their first-grade entrance age requirements. In a recent article *The Maryland Teacher* summarized published professional material on this point, then concluded:

There is a basic agreement among child psychologists that a mental age of 6-6 (six years, six months) to 7-5 (seven years, five months), or approximately seven years, should be attained before the child is exposed to a formal reading program. Lack of coordination of eye muscles, inability to focus on small print, and the lack of development of other small muscles, are judged to be deterrents to a child's reading and writing readiness.¹¹

With this information as a background, many States are considering raising the required age level for entrance into first grade and a formal school program. With the inspired counsel we have been given, how can we condone a standard that is lower than that of the current thinking of secular educational leaders?

In summary. The Spirit of prophecy states positively that the open air should be the child's only classroom until he is eight or ten years of age. Many modern texts and current trends give scientific reasons in support of the fact that the child is physically, psychologically, and socially unready for a formal school program before seven or eight years of age.

Individual growth toward maturity varies from child to child. Individual differences should be recognized and, insofar as possible, the school curricula should be adapted to these needs. No child should be hustled into school at the age of five, six, or seven, regardless of his seeming readiness or lack of readiness for a formal school program.

¹ Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 80.

² *Ibid.*, p. 83.

³ *Ibid.*, p. 77.

⁴ Kenneth Soddy, M.D., "Adjustment to School Entry," *Children*, January-February, 1957, p. 4.

⁵ Jenkins, Schacter, and Bauer, *These Are Your Children* (1953), p. 111.

⁶ White, *op. cit.*, p. 80.

⁷ Jenkins, Schacter, and Bauer, *op. cit.*, p. 110.

⁸ L. Cole, *The Elementary School Subjects* (1946), p. 160.

⁹ Broom, et al, *Effective Reading Instruction* (1951), p. 47.

¹⁰ Louis Jaques, Sr., "Delay Reading Till Child Is 8," *South Bend Tribune*, April 9, 1956.

¹¹ "What Age Is Best for First Grade Entrance?" *The Maryland Teacher*, December, 1953, p. 13.



The object of
**SEVENTH-DAY ADVENTIST
 ACADEMIES**

"is to provide places where the younger members of the Lord's family may be trained according to His plan of growth and development."—*Testimonies*, vol. 6, pp. 126, 127.

"All the youth should be permitted to have the blessings . . . of an education at our schools, that they may be inspired to become laborers together with God."
 —*Testimonies*, vol. 6, p. 197.



MAX THARPE



EWING GALLOWAY

"God wants the teachers in our schools to be efficient. If they advance in spiritual understanding, they will see how important it is that they should not be deficient in a knowledge of the sciences."—*Counsels to Parents and Teachers*, p. 505.

"The true teacher is not satisfied with second-rate work."—*Education*, p. 29.



"Daily systematic labor should constitute a part of the education of the youth. . . . The students will . . . be able to accomplish more mental labor in a given time than they could by study alone."
—*Counsels to Parents and Teachers*, p. 292.

"Labor is a blessing. It is impossible for us to enjoy health without labor."—*Fundamentals of Education*, p. 40.



"As a means of intellectual training, the Bible is more effective than any other book, or all other books combined. . . . No other study can impart such mental power as does the effort to grasp the stupendous truths of revelation."—*Education*, p. 124.



A. DEVANEY



THE CHRISTIAN COLLEGE IS THE CHURCH MEETING ITS OBLIGATION TO ITS MOST VALUABLE MEMBERS

"There can be no more important work than the proper education of our youth. We must guard them, fighting back Satan, that he shall not take them out of our arms."—*Fundamentals of Education*, p. 89.



"Let the church see that those who ought to receive its benefits are attending the school. . . . We cannot call ourselves true missionaries if we neglect those at our very doors who are at the most critical age and who need our aid to secure knowledge and experience that will fit them for the service of God."—*Testimonies*, vol. 6, p. 217.



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

THE CHRISTIAN SCHOOL IS CHRISTIAN TEACHERS AND EARNEST STUDENTS



A. DEVANEY



"Teachers are to do more for their students than to impart a knowledge of books. Their position as guide and instructor of the youth is most responsible, for to them is given the work of molding mind and character."—*Counsels to Parents and Teachers*, p. 65.

"Our students should tax the mental powers; every faculty should reach the highest possible development."—*Counsels to Parents and Teachers*, p. 394.

"Let it never be forgotten that the teacher must be what he desires his pupils to become. Hence, his principles and habits should be considered as of greater importance than even his literary qualifications."—*Fundamentals of Education*, p. 58.

"Above all other people on earth, the man whose mind is enlightened by the word of God will feel that he must give himself to . . . diligent study. . . . A life devoted to God should not be a life of ignorance."—*Counsels to Parents and Teachers*, pp. 510, 511.



EWING GALLOWAY



"That education alone which brings the student into close relation with the Great Teacher is true education. The youth are to be taught to look to Christ as their guide."—*Counsels to Parents and Teachers*, p. 496.



A Christian School Is

God at Work

in the lives of youth—
and they share their faith

"Higher education is . . . [gained] by the study of the word of God. . . . There is no education higher than that to be found in the lessons that Christ gave."—*Counsels to Parents and Teachers*, p. 400.



"The well-being, the happiness, the religious life, of the families with which the youth are connected, the prosperity and piety of the church of which they are members, are largely dependent upon the religious education that they receive in our schools."
—*Counsels to Parents and Teachers*, p. 497.



LANKS, FROM MONKMEYER

"Let them [students] contemplate the great facts of duty and destiny, and the mind will expand and strengthen. . . . Such an education provides more than mental discipline; it provides more than physical training. It strengthens the character, so that truth and uprightness are not sacrificed to selfish desire or worldly ambition."—*Education*, pp. 17, 18.





H. A. ROBERTS



DURYEE, FROM MONKMEYER

Christian education "is the harmonious development of the physical, the mental, and the spiritual powers."



"It has to do with the whole being, and with the whole period of existence possible to man."



MAX THARPE

"It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come."—*Education*, p. 13.



H. A. ROBERTS



ZINGARO, ARTIST



MAX THARPE



A. DEVANEY
HENLE, FROM MONKMEYER

The
Seventh-day
Adventist
School
of Today



Is the
Seventh-day
Adventist
Church
of Tomorrow



FREDERIC LEWIS



EVA LUOMA

An Urgent Invitation

WE INVITE and urge you to join us in praying for our schools. Enrolled in our schools now are the future leaders and workers of our denomination—the professional men and women of influence in the next few years. They are the rising hope of all who want to see many new godly laborers join us in carrying to the world the message of God's love. Truly, our schools of today are the church of tomorrow, and as such they play a major role in finishing the work of God in the earth. In order that the schools may make their maximum contribution to this movement, the Spirit and power of God must be manifested on every campus and in every classroom.

When you pray for the schools—for the students and their teachers—you pray for the church, for lost souls in the world, for every phase of our great work, and for all the streams of good influence at their source.

Let us pray that the youth enrolled in our schools may respond to the gracious invitation to come to God, to open their hearts to His Spirit, and to dedicate their lives to His service.

Let us pray that the leaders and teachers of our schools may exemplify true godliness before their students; that they may individually make their first work the spiritual welfare of the youth entrusted to their care; and that they may receive from God the necessary wisdom, patience, and strength to operate our schools in a manner well pleasing to "the Teacher sent from God."



We also invite and urge you to support our schools. If you have children of your own, it should be your first concern to educate them in the institutions specifically designated by God as an "aid to parents in . . . preparing their children for this time before us,"—*Counsels to Parents, Teachers, and Students*, p. 167. Spare no effort or sacrifice to fit them for fellowship with Christ and for service in His cause. Thus you will succeed in your first duty as parents, and you will share in your children's joy of achievement in the more effective and abundant service made possible by the Christian education you now provide for them. Remember, "there is a tide in the affairs of men which, taken at the flood, leads on to fortune; omitted, all the voyage of their life is bound in shallows and in miseries. On such a full sea are we now afloat; and we must take the current when it serves, or lose our ventures." When your children are growing up in your home the tide of opportunity for winning them to Christ and for His service is running at the flood. Then is the time to use the Christian school as your aid in turning their hearts toward God.

If you have no children of school age, we appeal to you also to give your fullest moral and financial support to our schools. Perhaps in your youth you did not have—or did not embrace—the opportunity of an education that would have enabled you to serve as a minister, doctor, teacher, or administrator. Yet, by your faithful payment of tithe and of church and/or school expense, and by your generous cooperation in school building projects and missionary endeavors at home and abroad, you will share in the reward of those who are giving or are preparing to give full and active service in the cause of God.

No student in our schools pays in tuition and fees anywhere near what his education costs. Every year our conferences pay thousands of dollars to subsidize the operational and expansion costs of our schools—from funds provided by the loyal rank-and-file members of our churches. When an evangelist wins souls, when a doctor saves a life, when an administrator gives excellent leadership, you who have supported our schools are partners in their service and sharers in their rewards.

A great university recently issued an attractive brochure inviting youth to enroll in its courses, that they might "share in greatness." We appeal for ever-increasing support of our system of Christian schools that are preparing the youth to finish the task of carrying God's last message of love and warning to the world. In this way *all* may truly "share in greatness."

"In whatever else we may fail, let us be thorough in the work for our children. *If they go forth* from the home training, pure and virtuous, if they fill the least and lowest place in God's great plan of good for the world, our life work can never be called a failure."—*Fundamentals of Education*, p. 161. (Italics supplied.)



DOMINION

CHRISTIAN SCHOOLS FORGE THE HUMAN LINKS IN THE



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VERNON NYE, ARTIST

CHAIN OF LOVE THAT BINDS MEN TO THE THRONE OF GOD

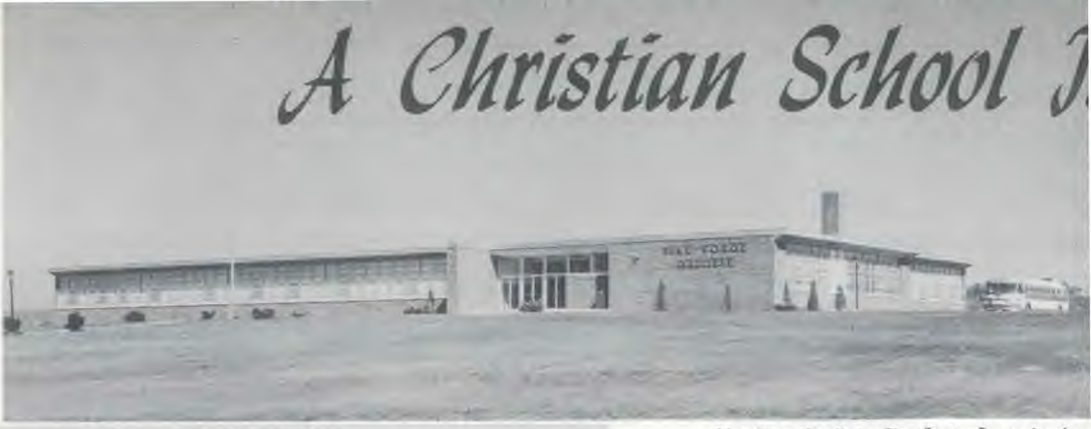
He who is a child of God should henceforth look upon himself as a link in the chain let down to save the world, one with Christ in His plan of mercy, going forth with Him to seek and save the lost.—*The Desire of Ages*, p. 417.

Connected with Christ, we are connected with our fellow men by the golden links of the chain of love. . . . It will be as natural for us to minister to the needy and suffering as it was for Christ to go about doing good.—*Christ's Object Lessons*, pp. 384, 385.





A Christian School J



Pine Forge Institute, Pine Forge, Pennsylvania



Mount Aetna Academy, Hagerstown, Maryland

Hatboro Elementary School, Hatboro, Pennsylvania



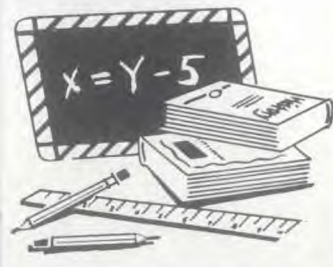
"Thou Shalt

To ancient Israel the Lord said, that maketh war with thee, until it f was speaking of a physical warfare. great spiritual warfare. The conflict point. The forces of evil are making eousness. The Lord has counseled us, strongholds to protect our youth—bu he falls.

In the Columbia Union Conferenc We believe the fall of the enemy is subtle and fierce. We believe that our works that we can erect against the e of the many new schools that have be



Charleston Junior Academy
Charleston, West Virginia



Williamsport Elementary



Lima Elementary School
Lima, Ohio

Howard J. Detwiler
Elementary School
Washington, D.C.



Cleveland Elementary School



Cleveland Glenville Junior Academy, Cleveland, Ohio



Representative Buildings



Blue Mountain Academy, Hamburg, Pennsylvania

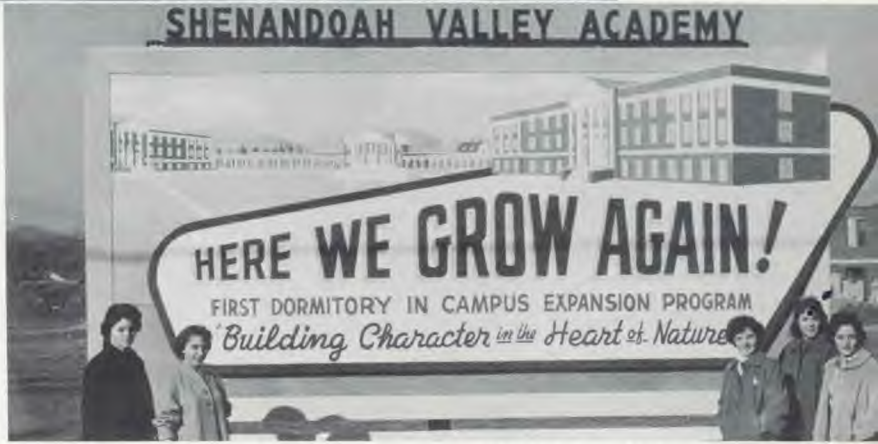


Bulwarks''

E. A. Robertson
SECRETARY OF EDUCATION
COLUMBIA UNION CONFERENCE

...halt build bulwarks against the city
...ut. 20:20, R.V.). At that time God
...ne church of Christ is engaged in a
...good and evil has reached a crucial
...every stronghold of truth and right-
...ugh His servant, that we are to build
...gainst the enemy of their souls, until

...e attempting to carry out this counsel.
...nt, but his final onslaughts are both
...are among the most formidable bul-
...n these pages are pictured only a few
...to protect and train our youth.



Shenandoah Valley Academy, New Market, Virginia

Wilmington Elementary School, Wilmington, Delaware



Williamsport, Pennsylvania



...r Academy, Cleveland, Ohio



Greater Baltimore Academy
Baltimore, Maryland



Dayton Elementary School
Dayton, Ohio



Reading Junior Academy
Reading, Pennsylvania

Stroudsburg Elementary School, Stroudsburg, Pennsylvania





What the SCHOOLS ARE DOING

- ▶ R. S. Watts, president of the Southern African Division, announces that our schools in Nyasaland, north-east Rhodesia, and Kenya have now relinquished government grants-in-aid, and are operating under our own denominational church school system. The change-over has brought many problems and obstacles, and some village schools in Kenya were turned over to local African authorities—by desire of the village people and because limited church school funds made it impossible to operate so many schools unaided. Elder Watts concludes: "We are confident that ultimately our Seventh-day Adventist schools will become model schools in every sense."
- ▶ During the annual colporteur institute held at Atlantic Union College last February 28-March 4, more than 70 students of AUC and South Lancaster Academy made plans for colporteur evangelistic work this summer.
- ▶ "Living for Jesus" was the theme for the all-student-conducted week of devotion at Lodi Academy (California) last March 3 to 7.
- ▶ San Pasqual Academy (California) has won a favorable verdict from the San Diego County Supreme Court in a controversy with the city of San Diego over water rights. Now the board feels justified in further expanding the facilities of the school.
- ▶ Three children (ages 10, 11, and 12) of the little Rupert (Idaho) church school raised \$216.13 ingathering in three weeks of house-to-house solicitation last winter. In spite of most unfavorable weather, they kept going till they had covered their assigned territory—and raised half the goal for the entire church!
- ▶ Emmanuel Missionary College was host last March 16 to the Lake Union's first All-Star Band Festival, in which 74 "first chair" representatives of the bands from seven academies in the Lake Union territory (Adelphian, Battle Creek, Broadview, Cedar Lake, EMC, Indiana, and Wisconsin) presented a concert under the direction of H. E. Nutt, dean of Vandercook College of Music, in Chicago. Student solos and small-group numbers were interspersed with the massed-band presentations.



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► The East Norway Conference is promoting the plan of each member's including one per cent of his income for Christian education when he pays his tithe. The conference treasurer reports that the money thus paid in far exceeds the amounts formerly received through church collections and offerings.

► Mountain View College (Philippines) announces completion of a long-dreamed-of and much-needed hydroelectric plant, generous gift of Dr. W. C. Richli. The new plant was put into operation last December 30. This new installation greatly increases both efficiency and output of the various college industries. A new 75-horsepower electric motor is speeding up the work in the sawmill.

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► With appropriate and colorful ceremonies, the cornerstone for the new science laboratory at Bekwai Secondary School (West Africa) was laid on March 20. Guest speaker was Kofi Baako, Minister of Information and Broadcasting. A number of chiefs, government officials, and civic authorities joined the staff and students in the gala occasion. Three new concrete-block houses have been completed for overseas staff families, and the library has been enlarged, renovated, and redecored.

► Philip S. Chen, professor of chemistry at Atlantic Union College, has recently published a book entitled *Heart Disease—Cause, Prevention, and Recovery*, and has dedicated it to President Eisenhower.

► At Oak Park Academy (Iowa) a midyear week of devotion was conducted by and for the students, who believed that "if the colleges of our denomination can do it, God's hand is not so short but that He can bless our efforts." And God did bless abundantly!

► A graduate of Emmanuel Missionary College, Leroy W. Otto, has been named librarian of the Vernier Radcliffe Memorial Library on the College of Medical Evangelists Loma Linda campus. Mr. Otto earned his Master's degree in library science at the University of Michigan, and is now finishing his doctoral work at the University of Southern California. He will assume his new position full time the first of July.



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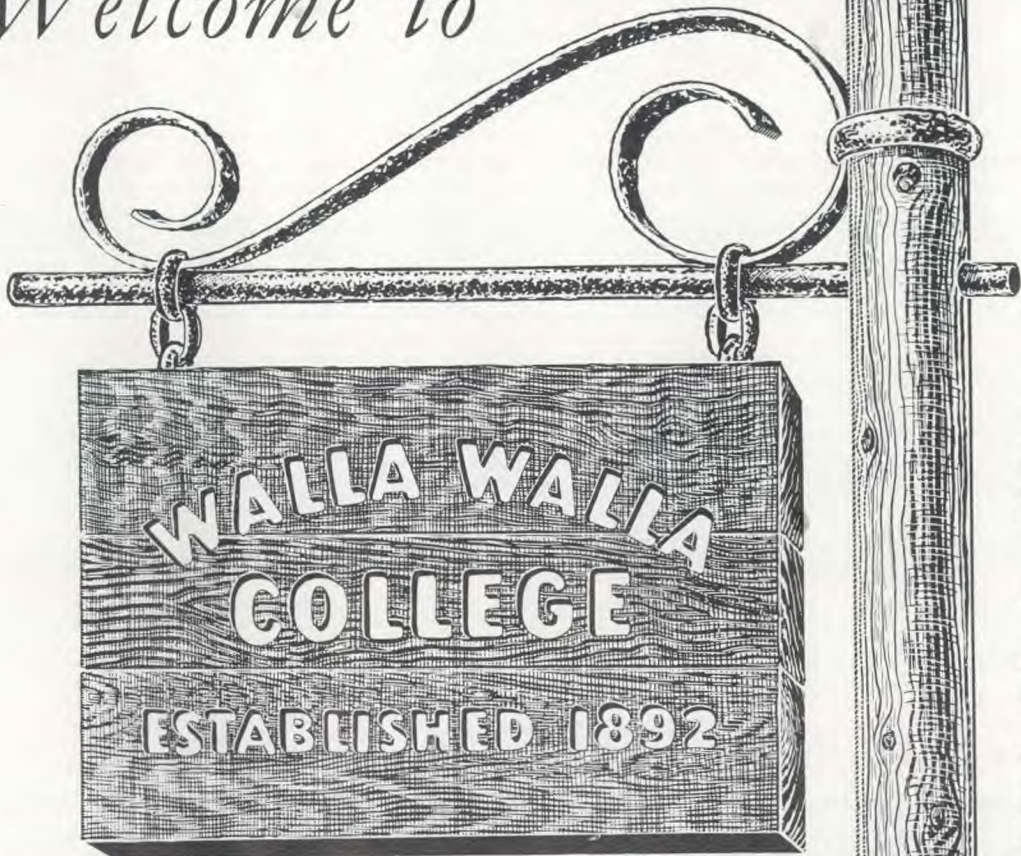
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► The latest extension school conducted by the Seventh-day Adventist Theological Seminary drew 92 students to Australasian Missionary College from December 8, 1957, to February 2, 1958. Five courses were offered by Edward Heppenstall, Arthur L. White, and Melvin K. Eckenroth, in the fields of Bible, Spirit of prophecy, and applied theology. Each student—from Australia, New Zealand, New Guinea, the Solomons, Fiji, and Samoa—was eager to profit by the opportunities for study and fellowship.

► Upper Columbia Academy (Washington) announces the addition of J. E. Nixon to the faculty. He is teaching a class in built-to-order furniture, restyling, and custom upholstering, as well as managing and supervising the new department in the academy furniture factory.

► One day last March more than 600 grammar school children from nearby cities toured the School of Dentistry building on the Loma Linda campus of CME. Coordinated by Community Relations Officer Max Williams, the tours were conducted in connection with National Children's Dental Health Week.

► Betikama Missionary School (Guadalcanal, Solomon Islands) closed a very successful 1957 school year with the investiture of 114 students in the various MV Classes, including 9 Master Guides; baptism of 5 students; and graduation of 8, who are now at Jones Missionary School (New Britain) continuing their training for the service of God. The Betikama school is under the direction of Mr. and Mrs. Ray Richter. Enrollment at the close of the year was 155.

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► At La Sierra College demonstration school, children in grades three to eight are being introduced to German and French, by Mrs. Margarete Hilts and Edward Nachreiner of the college department of modern languages. The children thoroughly enjoy this language program, which is being carried on in cooperation with the national FLES movement (Foreign Language in the Elementary School), with the purpose of making children language conscious at an early age. In Europe all children are taught two languages from the age of ten.

► James Wideman, a senior biology major at Emmanuel Missionary College, has been awarded a \$1,600 National Science Foundation predoctoral graduate fellowship. He is one of 186 first-year graduate students in America, Hawaii, and Puerto Rico to receive these predoctoral fellowships.

► Seven sophomore and junior students of CME School of Dentistry have been awarded part-time research fellowships for this year, amounting to \$600 each.

► Students of Mount Pisgah Academy (North Carolina) conducted a Voice of Youth Crusade for Christ on Sunday evenings through February and March, in the Memorial Chapel at Lake Junaluska.

► The business and secretarial departments of Union College have added a fourth degree curriculum to their previous offerings—B.A. and B.S. in business administration, and B.S. in secretarial science. The new course, leading to B.S. in business education, is designed for commercial teachers in secondary schools and includes 22 hours each in business administration, secretarial science, and education, along with general requirements.

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- ▶ Thirty-four students from 15 countries represented Emmanuel Missionary College at Michigan's second International Students' Day reception, at the State Capitol in Lansing last February 27. Approximately 1,400 students from 30 universities and colleges in the State, representing 94 countries, accepted Governor and Mrs. Williams' invitation to be their guests for the day. "International understanding and friendship" was the avowed purpose of this "grass-roots diplomacy."
- ▶ Mount Vernon Academy (Ohio) has organized an active Safety Council, primarily concerned with creating a positive attitude toward accident prevention, detection and correction of physical hazards, and development and training of adequate fire-fighting teams.
- ▶ Students of Forest Lake elementary school (Florida) took a novel way to celebrate Valentine Day, by putting into a gaily decorated candy box in each room the money they would otherwise spend for valentines. When the boxes were opened on February 14 all were happily surprised to find a total of \$63. The money was sent to the Voice of Prophecy radio program.
- ▶ Last December 12, Spicer Missionary College, high school, and elementary school (India) were visited by a delegation of 15 high school principals. Every department and phase of the school program was observed, and the visitors were particularly impressed by the "new idea"—"to earn while you learn"—and by the vegetarian meals served in the college dining room.

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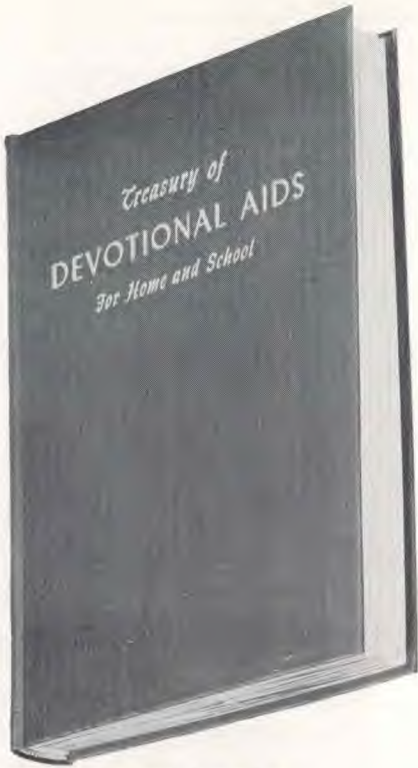
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- ▶ Newest industry at Shenandoah Valley Academy (Virginia) is the broomshop, which, since last February 3, has kept five or more ambitious students busy in their spare time, producing 75 to 100 dozen top-quality brooms a week for distribution throughout Virginia, West Virginia, Maryland, and Washington, D.C.
- ▶ The nine pupils of the Wadena (Minnesota) elementary school raised \$748.41 in gathering funds by caroling last Christmas season. Four of the children secured more than the \$130 Jasper Wayne goal.
- ▶ The new constitution of the Student Association at Union College is patterned after that of the United States and provides for a student house of representatives and a staff senate.
- ▶ The new driver-training course at Atlantic Union College has been popular, with approximately 50 college students and 20 academy students registered.
- ▶ During the winter quarter the Seventh-day Adventist Theological Seminary fairly bulged out the walls with an enrollment of 192, of whom 57 were from 28 countries outside the United States. The spring quarter enrollment was 201.
- ▶ Walla Walla College was featured on a live TV program on a Seattle station last February 21. The program, "The Threefold Education" (physical, intellectual, and spiritual), was one of a series of eight given by the Association of Non-Tax-Supported Colleges and Universities of Washington.

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► San Pasqual Academy (California) claims the distinction of being the first Seventh-day Adventist institution to offer credit for work on guitar, accordion, and recorder. Minor D. Plumb, instructor and band director, plays more than 40 instruments, and has an active band of 25 members, with 30 students studying various instruments in hope of joining the band next year.

► Three two-speaker teams took turn-about in presenting the messages during the Voice of Youth Sunday evening evangelistic meetings conducted by students of Milo Academy (Oregon) through February and March in the nearby Canyonville Youth Center.

► Total physical fitness was set forth as a personal duty and individual responsibility during Health Week at Emmanuel Missionary College last February 16-22.

► In 1957 the first Seventh-day Adventist kindergarten in Holland was opened at Zandbergen, with 35 children in attendance. The kindergarten is well equipped and is to be developed into a full elementary school.

► Six "Miniature Minute Men" of the Council Bluffs (Iowa) elementary school raised \$149.20 Ingathering by caroling last winter. These youngsters, aged from 6 to 9, raised more than 10 per cent of the church goal. Ruth McCombs is the teacher of this small school.

► The Rogers Elementary School presented two multi-grade demonstration rooms during March, as an enrichment program for Walla Walla College's teachers in training. Audrey Ashby, Oregon Conference elementary supervisor, taught grades 3 to 8, and Kathleen Kachuck, of the Washington Conference, taught grades 1 to 6.

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► Walla Walla College will conduct a 9,500-mile, 7-week history study tour as a part of its summer school schedule. The tour is being arranged primarily for elementary and secondary teachers and regular students of WWC. J. R. Sloop, assistant business manager, will be manager of the tour, and F. E. Meckling, assistant professor of history, will be the instructor in charge.

► "It took a miracle" to acquire the acre-and-a-quarter tract of land on which the Central California Conference will build the new junior academy. The total cost for the entire tract (secured lot by lot) was about one fourth the value of similar San Francisco properties.

► Students and teachers of Laurelwood Academy (Oregon), and community residents, entered joyfully into the first worship service in the beautiful new church, on Sabbath, February 15. Lovely in its simplicity, the new sanctuary replaces the 50-year-old building that had been used since Laurelwood was founded.

► Pacific Union College celebrated National Library Week, March 16-22, by moving into its beautiful new three-story building, the W. E. Nelson Memorial Library. The library was closed to business March 19-24 while the moving was completed. Preliminary operations had been under way for a month preceding.

► At the Friday evening meeting of the spring Week of Prayer at Platte Valley Academy, last March 7, the senior class went forward as a group, faced the audience, and individually testified to their faith and consecration.



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► Two new books by S. H. Horn, professor of Old Testament at the Seventh-day Adventist Theological Seminary, were published during 1957: *The Spade Confirms the Book*, by the Review and Herald Publishing Association; and *Engdeckingen zwischen Nil und Euphrat*, by the Swiss Publishing House, Advent Verlag.

► The Philippine Minister of Agriculture and Forestry, Hon. Juan Rodriguez, was a recent guest at the College of Medical Evangelists. The minister and his two accompanying aides praised Seventh-day Adventist medical work in the Philippines.

► Two long-time teachers at Southern Missionary College have recently been retired with the honorary rank of professor emeritus: Mary Dietel, modern languages, and Hira T. Curtis, business administration.



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Commencement

the beginning of a march that must never end . . . for once an Adventist young person has trained for service to his fellow men and to his God . . . the music must never falter—never cease . . . until all those within his circle of service . . . are caught up with him in the forward march to meet the King of kings.

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“Education,” p. 83.

