

Andrews University

Digital Commons @ Andrews University

Dissertations

Graduate Research

1983

A Study of Selected Administrative Issues in the History and Development of Newbold College

Derek Crowther Beardsell
Andrews University

Follow this and additional works at: <https://digitalcommons.andrews.edu/dissertations>



Part of the [Higher Education Commons](#)

Recommended Citation

Beardsell, Derek Crowther, "A Study of Selected Administrative Issues in the History and Development of Newbold College" (1983). *Dissertations*. 221.

<https://digitalcommons.andrews.edu/dissertations/221>

This Dissertation is brought to you for free and open access by the Graduate Research at Digital Commons @ Andrews University. It has been accepted for inclusion in Dissertations by an authorized administrator of Digital Commons @ Andrews University. For more information, please contact repository@andrews.edu.



Seek Knowledge. Affirm Faith. Change the World.

Thank you for your interest in the

**Andrews University Digital Library
of Dissertations and Theses.**

*Please honor the copyright of this document by
not duplicating or distributing additional copies
in any form without the author's express written
permission. Thanks for your cooperation.*

INFORMATION TO USERS

This reproduction was made from a copy of a document sent to us for microfilming. While the most advanced technology has been used to photograph and reproduce this document, the quality of the reproduction is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help clarify markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure complete continuity.
2. When an image on the film is obliterated with a round black mark, it is an indication of either blurred copy because of movement during exposure, duplicate copy, or copyrighted materials that should not have been filmed. For blurred pages, a good image of the page can be found in the adjacent frame. If copyrighted materials were deleted, a target note will appear listing the pages in the adjacent frame.
3. When a map, drawing or chart, etc., is part of the material being photographed, a definite method of "sectioning" the material has been followed. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.
4. For illustrations that cannot be satisfactorily reproduced by xerographic means, photographic prints can be purchased at additional cost and inserted into your xerographic copy. These prints are available upon request from the Dissertations Customer Services Department.
5. Some pages in any document may have indistinct print. In all cases the best available copy has been filmed.

**University
Microfilms
International**

300 N. Zeeb Road
Ann Arbor, MI 48106

8420129

Beardsell, Derek Crowther

A STUDY OF SELECTED ADMINISTRATIVE ISSUES IN THE HISTORY AND
DEVELOPMENT OF NEWBOLD COLLEGE

Andrews University

Ph.D. 1983

University
Microfilms
International 300 N. Zeeb Road, Ann Arbor, MI 48106

Copyright 1983

by

Beardsell, Derek Crowther

All Rights Reserved

PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy.
Problems encountered with this document have been identified here with a check mark .

1. Glossy photographs or pages
2. Colored illustrations, paper or print _____
3. Photographs with dark background
4. Illustrations are poor copy _____
5. Pages with black marks, not original copy _____
6. Print shows through as there is text on both sides of page _____
7. Indistinct, broken or small print on several pages
8. Print exceeds margin requirements _____
9. Tightly bound copy with print lost in spine _____
10. Computer printout pages with indistinct print _____
11. Page(s) _____ lacking when material received, and not available from school or author.
12. Page(s) _____ seem to be missing in numbering only as text follows.
13. Two pages numbered _____. Text follows.
14. Curling and wrinkled pages _____
15. Other _____

University
Microfilms
International

Andrews University
School of Education

A STUDY OF SELECTED ADMINISTRATIVE ISSUES
IN THE HISTORY AND DEVELOPMENT
OF NEWBOLD COLLEGE

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

by
Derek Crowther Beardsell
September 1983

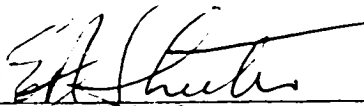
A STUDY OF SELECTED ADMINISTRATIVE ISSUES
IN THE HISTORY AND DEVELOPMENT
OF NEWBOLD COLLEGE

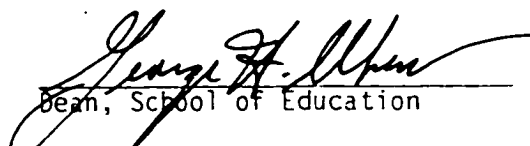
A dissertation
presented in partial fulfillment
of the requirements for the degree
Doctor of Philosophy

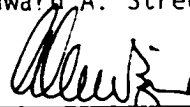
by

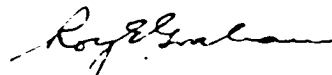
Derek Crowther Beardsell

APPROVAL BY THE COMMITTEE:

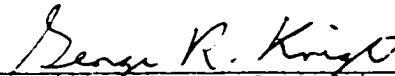

Chairman: Edward A. Streeter

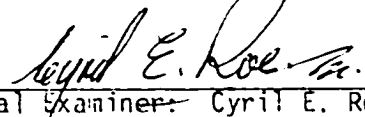

Dean, School of Education


Committee Member: Arthur O. Coetzee


Committee Member: Roy E. Graham

September 30, 1983
Date approved


Committee Member: George R. Knight


External Examiner: Cyril E. Roe

© Copyright 1983
by Derek Crowther Beardsell

ABSTRACT

A STUDY OF SELECTED ADMINISTRATIVE ISSUES
IN THE HISTORY AND DEVELOPMENT
OF NEWBOLD COLLEGE

by

Derek Crowther Beardsell

Chairman: Edward A. Streeter

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: A STUDY OF SELECTED ADMINISTRATIVE ISSUES IN THE
HISTORY AND DEVELOPMENT OF NEWBOLD COLLEGE

Name of Researcher: Derek C. Beardsell

Name and degree of faculty adviser: Edward A. Streeter, Ed.D.

Date completed: September 1983

Problem

Newbold College, England, has existed since 1902. No detailed study has been made of its development, even though it has played a major part in the preparation of the Seventh-day Adventist work force in large areas of Europe and elsewhere. The purpose of this study is to describe and, where possible, analyze the administrative issues relating to the founding, the frequent relocations of the college, the attainment of full college status, the influence of World War II, and the effect of internationalization upon the college. These issues are discussed in a historical framework of the institution.

Method

The documentary method of research has been adopted for this study whereby the archives of the Adventist church in North America and England have been researched and suitable material photocopied and filed. A questionnaire was sent to 120 persons selected because of their connection with the college. Approximately eighty of these were returned and they were used as a basis of information and for further personal contact. Taped interviews were conducted with several key individuals and personal correspondence undertaken with numerous others.

Conclusions

The founding of the college depended largely on the efforts of the first principal, Homer R. Salisbury, who was well-suited in skill and temperament for the task. The frequent relocations of the college restricted its development in size and delayed its progress towards senior status, an objective that took far longer than previously thought. Internationalization was partly the process of upgrading. It was also partly the result of the missionary movement within the college and partly the by-product of the situation of the college at the center of the English-speaking world. World War II changed the course of the college by removing it from its prewar facility, by emphasizing the need for upgrading, and by speeding up the process of development towards senior status. Its effect upon the economy of the British Adventist church was such as to necessitate the transfer of the college to a broader based administration in order for it to develop to its full potential.

TABLE OF CONTENTS

LIST OF ILLUSTRATIONS	viii
ABBREVIATIONS	ix
PREFACE	x
Historical Overview	x
Forces in the Administration of the College	xii
Statement of the Problem	xiii
Purpose of the Study	xiv
Need for the Study	xiv
Definition of Terms	xv
Scope and Delimitations of the Study	xix
Related Studies	xxi
Methodology and Sources	xxii
The Design of the Study	xxviii
Acknowledgements	xxix
Chapter	
I. THE FOUNDING OF NEWBOLD COLLEGE	1
Introduction	1
An outline of the period before 1902	3
The beginnings of the Adventist church in Britain	4
Ellen White's comments on England	6
Adventist education before 1900	11
Secular education in England before 1902	13
The 1902 Education Act	16
Haskell's Bible training schools	18
Planning for the college	25
Homer P. Salisbury	30
The opening of the college	32
The change of halls	39
Personnel problems	43
The Move of residential quarters	47
The Search for a permanent location	51
The departure of Salisbury	57
Summary	60
II. THE LOCATIONS OF THE COLLEGE	62
Introduction	62
Preview of the period between 1907 and 1930	64

Locating at Stanborough Park: The quest for permanency.	70
The "Stanboroughs" property	71
Financing the purchase	74
Personalities involved in the location at Stanborough Park	77
Expansion of facilities	81
Administering the college during World War I	88
Wakeham's attempts to develop the curriculum	90
Efforts to exploit the advantages of the Park location	93
The administration of the college 1921 to 1930	100
Relocating at Newbold Revel: achievement of independence	103
The college in a community	104
The rationale for moving	110
The immediate factors necessitating relocation	115
Negotiating and financing the move	119
Relocation at Binfield in 1946	126
The "fear" of returning to Newbold Revel	127
The search for an alternative site	130
Organizing the move	132
The Binfield campus as a modern college facility	136
The location and environs	136
The campus	138
The major buildings	140
The effectiveness of the Binfield location	142
Advantages	142
Disadvantages	144
Summary	146
III. THE INFLUENCE OF INTERNATIONALIZATION	148
Introduction	148
An outline of foreign mission theory as a factor in the establishment of the college	149
Mission theory in the American Protestant church	150
The first period to 1890	151
The heyday period 1890 to 1918	154
Adventist thought reflected	157
The inter-war period 1918 to 1940	159
The ecumenical period 1940 to 1952	160
From 1952 onwards	161
The Adventist approach to missiology	162
Internationalization in the early years of the college	163
Early concepts of the mission of the college	163
A. G. Daniells and his influence on the international aspects of the school	165
Internationalization becomes established at the college	171
Internationalization on the Park	174
The Foreign Mission Board and other influences	176
Training for foreign service	178
Postwar developments	181
The question of over-commitment to foreign missions	183

The Newbold years, 1931 to 1941	189
Newbold Revel estate	190
W. G. C. Murdoch	193
Industries	195
Financial management and the enrollment problem during the depression	197
Internationalization at Newbold Revel	200
The Continental department	203
The administration of the Continental department	204
Facilities for the Continental department	207
The correspondence school	209
Summary	211
IV. THE EFFECTS OF THE WAR 1939-1945	215
Introduction	215
The 1939-1945 World War for Britain - an outline	217
Administering the college during the war	222
The "Twilight War" is reflected at the college	222
The immediate effects of the war upon the college	230
Requisition	231
Other immediate effects	234
The effect of the war on the Adventist church in Britain	235
How the college coped with wartime conditions, 1941-1945	238
The 1944 Education Act and its significance for the college	246
The bearing of the Act on the college	290
The long-term effects of the war on the college	293
Summary	296
V. THE DEVELOPMENT OF SENIOR STATUS	298
Introduction	298
Outline of the postwar period from 1946 to 1970	299
Senior Status	314
Senior Status defined	315
The American and the British educational models	317
The pre-World War II attempts to upgrade the college Division organization	319
The problem of advanced education	327
Senior status as a reason for relocating Stan- borough college	331
The need for definition illustrated during the 1930s	340
Curriculum development	347
Postwar progress towards a senior college	356
Achievement of senior status	363
Academic problems and solutions	365

Solving the affiliation problems	369
Expanding the college facilities	371
Moves towards the introducing of graduate studies	374
Extension schools	375
Other plans for graduate studies	378
Summary	379
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	381
Summary	381
Conclusions	383
The founding of the college	383
The relocations of the college	384
The influences of internationalization	387
The effect of World War II	389
The Attainment of senior college status	389
Other conclusions gained from the study	395
Recommendations	403
APPENDICES	
A Brochure describing the "Stanborough" property	406
B Names of the college	413
C List of college principals	415
D List of British Union Conference presidents	417
E Table giving student enrollment	419
F Table giving number of graduates	422
G Table showing graduates by nationality	425
H College curriculum as voted by the Northern European Division in 1932	427
I Schedule of rehabilitation	432
J Schedule of war costs claims	436
K 1949 plan to return the college to Stanborough Park	438
L Upgrading of educational institutions	442
M The initial affiliation proposal, 10 January 1955	444
N Affiliation agreement as finally worked out	450
O The first college constitution, 1953	461
P The revised college constitution, 1959	466
Q The revised college constitution, 1980	471
R Memorandum on extension schools	476
S Table showing British Union Conference statistics	479
T Questionnaire on Newbold College	482
U Graph depicting Newbold College enrollment	487
BIBLIOGRAPHY	489
VITA	498

LIST OF ILLUSTRATIONS

Figure		Page
1	Map of North London showing Holloway Hall and Duncombe Road	247
2	Map showing the original "Stanboroughs" property	248
3	Plot plan of Stanborough Park and Kingswood Estate	249
4	Map showing the location of Newbold College, Binfield	250
5	Plot plan of the Binfield campus	251
6	Diagram depicting possible space relationships at the Binfield campus	252
7	The Chaloners, North London	253
8	Manor Gardens	254
9	Duncombe Hall, North London	254
10	Aerial view of Stanborough Park	255
11	Stanborough Park gate and Lodge	256
12	The Stanboroughs mansion, c.a. 1906	257
13	Stanborough Park Missionary College	258
14	Kingswood Manor	259
15	Newbold Missionary College, Newbold Revel	260
16	Moor Close, Binfield	261
17	Salisbury Hall, Binfield	262
18	Keough House, Binfield	263
19	The Seminary, Binfield	264
20	The Library, Binfield	265
21	Stephen N. Haskell	266
22	William W. Prescott	267
23	William C. Sisley	268
24	Emmet J. and Mrs. Waggoner	269
25	Homer R. Salisbury	270
26	Herbert C. Lacey	271
27	William T. Bartlett	272
28	Glen R. Wakeham	273
29	George W. Baird	274
30	Professor and Mrs. Glen R. Wakeham	275
31	Professor and Mrs. Homer R. Salisbury	275
32	Lynn H. Wood	276
33	William G. C. Murdoch	277
34	Edward E. White	278
35	William R. A. Madgwick	279
36	Walter I. Smith (as a young man)	280
37	Robert W. Olson	281
38	V. Norskov Olsen	282
39	George L. Caviness	283
40	Roy E. Graham	284
41	Newbold College Crest	285

ABBREVIATIONS

<u>AS</u>	<u>Advent Survey</u>
AUHR	Heritage Room, James White Library, Andrews University, Berrien Springs, MI.
<u>BAM</u>	<u>British Advent Messenger</u>
BUC Min	British Union Conference Committee Minutes
<u>Col Cal</u>	<u>Annual College Calendar</u> (Bulletin or Prospectus)
ED Min	European Division Committee Minutes
EGWRC-AU	Ellen G. White Research Center, James White Library, Andrews University
EGWRC-DC	Ellen G. White Research Center, General Conference of Seventh-day Adventists, 6840 Eastern Ave., NW, Washington, D.C.
GCAr	General Conference Archives, Washington, D.C.
<u>GC Bulletin</u>	<u>General Conference Bulletin</u> (Daily)
GC Min	General Conference Committee Minutes
<u>MW</u>	<u>Missionary Worker</u>
NC Min	Newbold Missionary College and Newbold College Minutes
NED Min	Northern European Division Committee Minutes
<u>NL</u>	<u>Northern Light</u>
Personal File	D. C. Beardsell Personal Research Collection
<u>RH</u>	<u>Advent Review and Sabbath Herald</u>
<u>SDA Yearbook</u>	<u>Seventh-day Adventist Yearbook</u>

PREFACE

Historical Overview

Newbold College, a Seventh-day Adventist educational institution, opened its doors in London, England, on January 6, 1902. Church leaders and members had recognized a need for a church-operated school before the end of the nineteenth century, and by 1900 were making serious plans for this institution. Homer Salisbury, arriving from Battle Creek College, Michigan, opened the school on Duncombe Road, North London, in a building known as Duncombe Hall, from which came the name, Duncombe Hall College.

Enrollment soon built up sufficiently to require a permanent, more comprehensive property. In 1907 the school moved to a fifty-five acre property near Watford, and was renamed Stanborough Park Missionary College. Salisbury returned to North America that year and Herbert Camden Lacey, an English-born Australian, was appointed principal. He was replaced in 1913 by another Englishman, William T. Bartlett--a teacher at the college and editor of the British Adventist church journals. Glen Wakeham, a teacher at the school from 1907, took over the administration in 1915, remaining there until 1921. During his time an adjacent property of 163 acres, known as Kingswood estate was purchased. The curriculum was expanded, a junior section was added, and health-oriented courses were offered in conjunction with the sanitarium that shared the same property. In 1922 Lacey returned briefly as principal to be followed in 1923 by

the first of four men who administered the college for varying periods of time, from a few months to four years during the next eight years.

In 1931, under the leadership of William G. C. Murdoch, a Scottish graduate of Stanborough Park, the college moved from Watford to Rugby where a 325-acre property known as Newbold Revel had been procured, and it was renamed Newbold Missionary College. In 1941 the British Government requisitioned the Newbold property and offered instead a small boys' school at Hockley Heath, six miles from Birmingham, in compulsory exchange. Here the college continued under austere conditions until the war ended in 1945.

At the end of 1945 properties in Binfield, Berkshire, were purchased and the school moved in. Newbold College still operated as of 1983 on this site, having increased its holdings to eighty-four acres of land and twelve major buildings.

Until 1953 the college had been operated under the auspices of the British Union Conference of Seventh-day Adventists. In that year the college was transferred to the Northern European Division of Seventh-day Adventists. At the same time the program was upgraded to the status of a denominational senior college. This led in 1955 to an affiliation with Columbia Union College in Maryland, U.S.A. Affiliation made possible the offering of the American Bachelor of Arts degree in theology and later in history, music, and English. In 1971 negotiations started with Andrews University for a program that permitted Newbold College graduates to earn two quarters' credit toward the Master of Arts in Religion degree. This was extended in 1973 to include the first five quarters of seminary work towards the Master of Divinity course offered by the Seventh-day Theological Seminary. The plan was for the full Master of Divinity program to

be offered at Newbold College, thereby allowing it to fulfill its role as the European Theological Seminary, a decision that was taken for the college in 1982. In 1983 negotiations were completed with Andrews University for the offering at Newbold College of the Master of Arts degree in Religion instead of the Master of Divinity degree mentioned above.

Forces in the Administration of the College

The opening of the college appeared to be the product of several forces. (1) An interest in Christian education developed early in the ranks of the young British Adventist community. (2) There seemed to be a recognized need for a local workers and leadership group to complement and ultimately replace the American personnel then at work in Britain. (3) The world church leadership strongly favored the establishment of a training school in the British Isles. (4) There was the pressure resulting from the Adventist reaction to the so-called missionary movement, the strong proselytizing campaign being carried on in foreign lands by the Christian church in the wake of territorial expansion efforts by the great nineteenth-century powers. These various forces are examined in the study with the view to establishing as accurately as possible their relative importance in the birth, establishment, and growth of the college.

The college has faced serious administrative issues throughout the period of its existence. It passed through two world wars without closing its doors, despite the fact that it was sited in the territory of one of the chief participants of both wars. During its period of development it has been located in seven different sites, its

curriculum has gone through changes that meant an evolution in philosophy as well as content, its population--both student and faculty--has shifted radically in make-up. Some questions that arise are: Were these changes merely historical phenomena or were they directly related to college development? Why did the college face such far-reaching administrative issues? Were they the natural products of growth, the outgrowth of church policy, or the results of administrative practice?

The development of the college has defied economic and financial forecasts. It has remained a small unit in the face of the modern emphasis on large comprehensive educational structures supposedly capable of riding out financial crises both within and without the educational environment. Newbold College rarely exceeded one hundred in student enrollment until the 1950s, and even in the 1970s and 1980s it has maintained an enrollment of seldom more than 250. There appears to be a unique feature in the school make-up which not only assures survival but stimulates prosperity.

Then finally, there appears to be an "atmosphere" about the school that infiltrates faculty, student, and visitor alike, an influence testified to by thousands around the world that have come in contact with the institution. Is this only a mystique or is it a representation and consequence of the way the school has developed through the years? Will a study of the various problems and issues met by Newbold College not only find explanations for the issues but uncover as well the secret of the Newbold Spirit?

Statement of the Problem

There has been, as far as has been ascertained, no analysis of

the administration of Newbold College, nor is there a full historical account of the development of the institution. The objective of this study is to select certain major administrative issues connected with its development and analyze them in the light of the history of the college which will be briefly outlined to provide a contextual base.

Purpose of the Study

The purpose of this study is to trace the effect of selected administrative issues and consequent decisions on the history of the British college, defining and analyzing as specifically as possible the ways that these issues were handled. This requires outlining the issues and the tracing and the analyzing of the steps taken by various administrations involved to deal effectively with these issues. A by-product of the study is a somewhat brief narrative history of the school. This history acts as a milieu in which the administrative issues are critically analyzed. It is believed that this study will be a useful tool in handling future issues not only at the British college but in equivalent institutions elsewhere.

Need for the Study

Newbold College is a unique school in many ways. Among Seventh-day Adventist anglophone colleges, it alone has retained a small compact form. The church started several schools in lands other than North America before it established Newbold. Avondale College in Australia, Friedensau in East Germany, and Claremont College in South Africa all preceded it. It has developed, however, an enviable reputation for maturity, excellence, and dependability. It has also served as an important training base for expatriate

church workers in the former British Empire and for other parts of the English-speaking world. This study investigates the reasons for this reputation.

Apart from two very short chapters included in two separate scholarly works and some material presented in a local church journal, nothing has been written about Newbold College, neither has there been a serious attempt made to research its development. This study fills that gap by providing the first contextual account of the development of the college, and by presenting a descriptive account of administrative methods used by the church in developing the institution. It is believed that an administrative/contextual study such as this is unique in its approach and, if successful, could provide a usable model for similar writing in the future.

Definition of Terms

The following are definitions of terms found in this study. Many of these are used frequently within the British Seventh-day Adventist church, but their meaning may be vague to those unfamiliar with Adventist terminology:

Advanced Level: The higher of the two secondary school levels in England. The term also applies to the examination written after the two-year course of studies. The examination is the basis for university entrance.

Advent Survey: The official journal of the Northern European Division of Seventh-day Adventists from 1929 to 1941.

Affiliation: The formal academic relationship between two institutions of higher learning where one draws on the accreditation privileges of the other.

Andrews University: One of the denominational universities founded by the Seventh-day Adventist church. It is located in Berrien Springs, Michigan.

British Advent Messenger: The official journal of the British Union Conference of Seventh-day Adventists from 1936 to 1976 when the name was changed to Messenger.

British Union Conference: The administrative unit which administers England, Northern Ireland, Eire, Scotland, Wales, and adjacent islands.

Canvass: The door-to-door selling of Adventist literature by book salesmen.

College: In this study the term college has been used loosely in order to identify with the British Adventist use of the term as Newbold College developed. From the 1920s onwards entry requirements were successful completion of the secondary level, thus the general definition of a post-secondary institution could be applied.

Columbia Union College: One of the Seventh-day Adventist colleges in North America, located in Takoma Park, Maryland.

Conference: An administrative unit governing an association of Adventist churches within a given territory.

Courses: This term is used to apply to a group of subjects taught at Newbold College.

Division: A major administrative unit of the Seventh-day Adventist church, frequently spanning a continent.

Elementary: The first level of instruction which covered the ages of five to fourteen years. It applied to first level schools until World War II when the educational structure in Britain was changed by the 1944 Education Act.

General Conference: The central administrative body of the Seventh-day Adventist church. The General Conference committee is the highest ranking committee of the church. When in session it votes the guiding policies of the church. The term also refers to the world headquarters of the Seventh-day Adventist church situated in Washington, D.C.

Institution: A term that is used in an attempt to describe the college in its beginnings when it was neither a secondary school nor a college. It is also used with the general definition of an organization having some social purpose.

Missionary Worker: The official journal of the British Union Conference of Seventh-day Adventists from 1897 to 1935.

Northern European Division: The administrative unit which takes in the British Isles, Denmark, Eire, Faroe Islands, Finland, Greenland, Iceland, the Netherlands, Norway, Poland, and Sweden. It comprises the British, Finland, Netherlands, Polish, Swedish, and West Nordic Union Conferences and the Iceland Conference.

Primary: After World War II schools of the first level of instruction were called primary schools. Primary instruction caters to children between the ages of five and eleven years.

Program: In this study the term is used to define parts of the curriculum such as the theological program.

Public School: In Britain this term is applied to an exclusive group of independently operated fee-paying private schools, some on the primary (elementary) level and others on the secondary level. The former are mainly day schools preparing pupils for the latter, which are mostly boarding schools and almost entirely for males. They

prepare students in the main for the colleges of Oxford and Cambridge Universities, although a few are accepted by some of the other well-established universities. The equivalent schools for females are called Girls' Schools. They are fewer in number and of more recent origin. There are many other private, fee-paying schools, primary and secondary. Their number far exceeds the elitist public schools which exist to cater for the upper and upper middle classes.

Sanitarium: A term used for a nursing and convalescent home.

Secondary: This term covers the second level of education in Britain. Since World War II secondary schools have catered for students from eleven to eighteen years of age. They are divided into two levels, the ordinary level up to sixteen years of age and the advanced or higher level providing two more years of education for university entrance. Secondary schools are of various types--grammar schools, modern schools, technical schools, and the type that combined all three after World War II, the comprehensive schools.

Seminary: A theological institution on the post-high school level. It also includes graduate and postgraduate training. Where the term appears with a capital S it refers to the Seminary of the church in Berrien Springs, Michigan.

Seventh-day Adventist: The full title of the church owning Newbold College. It sometimes appears as SDA, alternatively as Adventist.

Seventh-day Adventist Encyclopedia: This is the encyclopedia of the church of general information published as part of a commentary set by the Review and Herald Publishing Association, Washington, D.C.

Tertiary: The third or post-secondary level of education in Britain includes universities, liberal-arts colleges, technical colleges, and

teacher training colleges. A number of the last two types have been upgraded to universities in the last two decades.

Union Conference: An administrative unit governing an association of local conferences. The administrative hierarchy is: an association of churches form a conference; an association of conferences form a union conference; an association of union conferences form the General Conference.

Worker: The term commonly used for an employee of the church, also applied to anyone involved in specific church missionary work whether paid or voluntary.

Scope and Delimitations of the Study

This study is in design a chronological historical study, spanning the years 1901 to 1971. Some research has been done into the fifteen years before 1901 to find evidence of a build-up of interest and planning for a permanent British school. At the other end of the period a short commentary is made on the plans set in motion during the 1970s for a European Theological Seminary to be established at Newbold College. Although the development of the seminary is not studied in depth (it is felt that the seminary issue is too current) it is referred to because it is believed that much of the decision-making led to this important step, giving to the establishment of the seminary the appearance of a crowning act to a long series of preparatory events.

The purpose of the study is to look at major administrative issues, five of which are being selected for research. Between 1901 and 1946 the major issues being studied concern the relocation of the college and internationalization. Sub-issues covered during the

period are the development of the curriculum; the application of the Seventh-day Adventist educational principles in the area of total education, manual labor, and health; the missionary movement; the conflict in the church between secular and parochial education; and the requisition problem. From 1946 to 1971 the major issues covered are upgrading to senior college status and attempts to affiliate into the local educational system and affiliation and accreditation. Sub-issues include the transfer of control from union to division; the American educational system as an alien system within the indigenous education program; the expansion of the curriculum; and the introduction of a graduate ministerial training program.

While an attempt is made to provide a readable narrative history of the college, it is emphasized that because this is not primarily a historical narrative, the nature of the study may have an effect on the narrative to the extent that there may be areas in the history that are not as fully treated as they would be if this were a formal historical study of the institution.

It should be mentioned that a serious fire at Stanborough Press in Watford, England, in 1963 destroyed a considerable amount of material stored there. This material concerned not only the publishing house but also the British Union Conference. This loss has interfered with the research of the interwar period.

Related Studies

No major historical study has been made of Newbold College, neither is there a known analytical study of specific administrative issues relating to the college. Consequently there is no general literature on the topic under study.

Several writers have included material on the history of the college in their more general works, and there have been a small number of shorter studies made for journal articles or term papers.

In 1936 Gideon D. Hagstotz included a chapter of twenty-one pages on the British college in his historical study of the Seventh-day Adventist church in Britain.¹ Hagstotz looked at the earliest beginnings, going back to Stephen N. Haskell's efforts at training Bible workers in 1887 and 1888. His work is valuable for this material. He went only as far as 1933 in his writing and this together with the lack of research opportunities available at the time limited its value to this study.

Dennis Porter prepared a special edition of the British Advent Messenger in 1974 for the centennial celebrations of the British Seventh-day Adventist church.² In a forty-eight page booklet Porter covers the history of the church from 1874 to 1974. Approximately five pages are allocated to the British college. The material is well written, but by the nature of the production it is limited to specific events of popular interest. Unfortunately he gave no documentation, so it is difficult to trace his sources.

Nigel G. Barham wrote a Ph.D. dissertation for the University of Toronto on the history of the Seventh-day Adventist church in Britain.³ He included a chapter of thirty-four pages on the college

¹Gideon D. Hagstotz, The Seventh-day Adventists in the British Isles, 1878-1933 (Lincoln, NE: Union College Press, 1936), pp. 150-171.

²Dennis S. Porter, A Century of Adventism in the British Isles (Grantham, England: Stanborough Press, 1974).

³Nigel G. Barham, "The Progress of the Seventh-day Adventist

in his history of the British church during its first century of existence. He gave clear documentary evidence for his research and continued his discussion to 1974. One problem, however, was a certain subjectivity of approach to his work.

Other material includes a 650-word article on Newbold College in the Seventh-day Adventist Encyclopedia.¹ This is of necessity extremely brief and is restricted to a historical outline of the college that mentions the starting date and lists the administrators of the school. The encyclopedia also contains short articles on a few of these principals as well as personalities associated with the British educational work, such as Stephen N. Haskell and William W. Prescott.²

Another study is a class term paper written at Andrews University by Janelle Boothby in 1981.³ This short paper gave only cursory attention to the history of the college.

Methodology and Sources

This is by design a documentary study and researches the primary and secondary sources available for investigation. Primary sources provide the bulk of the research material, and available secondary sources are used for contextual study. The primary

Church in Great Britain, 1878-1974," (Ph.D. dissertation, University of Toronto, 1976), pp. 364-398.

¹Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia, rev. ed. (Washington, D.C.: Review and Herald Publishing Assn., 1976), s.v. "Newbold College,"

²Ibid., s.v. "Haskell, Stephen Nelson," and "Prescott, William Warren."

³Janelle Boothby, "Newbold College," (Term paper, Department of Education, Andrews University, 1981), 28 pp.

sources include periodicals, minutes, and correspondence.

In addition a simple questionnaire has been sent out to persons acquainted with Newbold College in order to obtain some biographical information. The main purpose of the questionnaire was an attempt to establish how much information the informant has which would be pertinent to the study. This has been followed by personal interviews or more detailed correspondence with those persons who indicated the possibility of providing further information (see appendix T).

Published Sources

Books

Denominational historical accounts were perused mainly for background information. There are a number of these such as J. N. Loughborough's Rise and Progress, M. E. Olsen's History of the Origin and Progress, R. W. Schwarz's Light Bearers, E. M. Robinson's S. N. Haskell, and R. W. Schwarz's J. H. Kellogg. Their direct import to the study is confined to an insight into specific areas such as Haskell's attempts to train a British Bible-worker force, and Kellogg's influence on the fledgling medical program in Britain and consequent effect on the morale of the British church.

Books referring to administrative thought and organizational procedure within and without the Adventist church have been used for information regarding study of the issues being studied. Examples of these books are: Daniel Griffiths, Administrative Theory in Education (1959); Andrew W. Halpin, Theory and Research in Administration (1964); Paul Mort, Principles of School Administration (1946); C. C. Crisler, Organization Its Character, Purpose,

Place and Development in the Seventh-day Adventist Church (1938); Oliver Montgomery, Principles of Church Organization and Administration (1942); and Richard G. Hutcheson, Wheel Within the Wheel (1979).

There have been a number of books that have been of assistance in the study of educational thought in the Adventist church, and in researching the history of education in England during the late nineteenth century and the first half of the twentieth century. Examples of these are: E. G. White, Education (1952) and Testimonies for the Church, Vol. 6, (1900); E. M. Cadwallader, A History of Seventh-day Adventist Education (1958); W. H. G. Armytage, Four Hundred Years of English Education (1964), and David Wardle, English Popular Education 1780-1970 (1970).

Periodicals

Periodical research has been delimited mainly to Adventist denominational literature, although an attempt has been made to locate specific British national newspapers in regard to certain situations. Journals that were basic to this study were: the British Advent Messenger and its predecessor The Missionary Worker, the Northern Light and its predecessor The Advent Survey, and the Advent Review and Sabbath Herald. Other helpful periodicals were: The Youth Instructor, Insight, The Journal of Adventist Education, the Present Truth, and the Old Newboldian, General Conference Bulletin, 1899-1930, 1950.

Bulletins and Yearbooks

An almost complete list of the annual bulletins of the college from 1902 to the present has been preserved in the General Conference

Archives They provide a reasonably accurate source of information on courses offered and faculty lists. Unfortunately only a few scattered student annuals are available. The Seventh-day Adventist Yearbook has been a valuable source of information for administrative and statistical material as this series is also complete from 1904 to the present.

Unpublished Sources

Correspondence

In the first decade of this century there was a close relationship between the unions and the General Conference, especially between the administrative officers of the respective organizations. With limited telephone and telegraph possibilities, correspondence was frequent, lengthy, and detailed. The General Conference Archives have preserved much of this correspondence. The British Union Conference Archives also hold several valuable files of correspondence on specific topics and eras. The following correspondence has been examined:

- (1) A Compilation of the E. G. White Statements and Counsels regarding the Work in Great Britain, 1885-1903.
- (2) College Requisition File, British Union Conference Vault, Stanborough Park, Watford, Herts., 1941-1947.
- (3) Presidential Correspondence Files, Northern European Division, St. Albans, England.
- (4) Presidential Incoming and Outgoing Files, including letterbooks, General Conference Archives, 1898-1959.
- (5) Secretarial incoming and outgoing files, General Conference Archives, 1899-1959.

- (6) Education Department Files, General Conference Archives, 1930-1980.
- (7) Principal's Correspondence Files, Newbold College, Bracknell, England.
- (8) A considerable personal file of letters with persons knowledgeable about the history of Newbold College has been built up by the author and has been extensively drawn upon.

Minutes

From 1901 to 1953 the college was operated by the British Union Conference as a union institution. This makes the union minutes a rich source of information. A complete set has been kept in the union vault from 1914 to the present. The Northern European Division minutes are also available for study, from 1921-1941 in the General Conference Archives, and from 1947 to the present in the Northern European Division vault (the division did not function during World War II). The division took over operation of the college in 1953, so its minutes are particularly valuable from that date on.

It is fortunate that both the division and union minutes are complete, since the board minutes of the college are available only from 1954 to the present. Previous to 1954 the British Union Conference committee minutes doubled as the college board minutes--which is unfortunate as it is obvious that the detail that would have been recorded in board minutes is missing. The General Conference committee minutes for the first five years of this century contain some information pertinent to the opening and establishment of the school in London, since at that time the British mission and later the union conference were responsible to the General Conference. The following sets of minutes have been examined:

Minutes of the British Union Conference, Watford, Herts., 1914-1973.

Minutes of the Foreign Mission Board of Seventh-day Adventists,
Battle Creek, Michigan, and Washington, D.C., 1889-1906.

Minutes of the General Conference of Seventh-day Adventists,
Washington, D.C., 1897-1970.

Minutes of a British Union Conference Ministerial Institute, Watford,
Herts., May 9-17, 1938.

Minutes of Newbold College Board, Bracknell, Berks., 1954-1976.

Minutes of Newbold College Faculty, Bracknell, Berks., 1965-1974.

Minutes of the Northern European Division of Seventh-day Adventists,
St. Albans, Herts., 1921-1941, 1947-1970.

Records and Interviews

Statistical records for the college such as enrollments, fees charged, and lists of faculty and graduates are available in the British Union Conference files and in the office of the college registrar. There is also an interesting cash journal in the union vault dating back to 1899. There are entries in that journal indicating the first membership offerings for the establishment of the new school. Personal, verbal interviews by the author recorded on tapes and typed in manuscript form have produced valuable background information as well as comment and opinion. There are living personalities who had direct connection with the college dating back to 1921 who are still available for interview. The following are some of those who have been interviewed: Pastor Hector Buil, Watford; Pastor Edwin H. Foster, Poole; Dr. Roy E. Graham, Berrien Springs; Dr. William G. C. Murdoch, Loma Linda; Dr. Robert W. Olson, Washington, D.C.; Mr.

David Throssel, Poole; Dr. Edward E. White, Bracknell; Miss Eulalia White, Berrien Springs.

The Design of the Study

The study is divided into five chapters, each dealing with a major issue. The issues have been selected because of personal interest and cover major areas of the history of the college. An attempt is made in each chapter to provide a historical or contextual outline to link the chapters together and to acquaint the reader with the story of the college.

Because the major issues are discussed topically, there tends to be some historical overlap between the chapters with the consequence that some repetition occurs. A time lapse also occurs once or twice where the reader is expected to wait for certain historical information. It is suggested that further reading of the study will obviate this problem.

Chapter 1 discusses the historical issue of the founding and survival of the college in its early urban environment. Chapter 2 discusses topically the issue of frequent relocations. The chapter provides one instance when the topical discussion moves ahead of the historical narrative. Chapter 3 discusses the internationalization of the college and relates the topic to the historical narrative. Chapter 4 gives an analysis of the effects of World War II on the development and planning of the college. The last chapter discusses what is probably the issue with the most far-reaching consequences for the college--its development to the level of a senior college. Like chapter 2, the topic moves outside the time-span outline at the

beginning of the chapter, whereas the college achieved senior status in the post-World War II period, much of the preparation and planning for it took place between the wars.

Because of the length of many of the exhibits and tables they have been placed in an appendix at the end of the study. Reference to them has been made through the footnotes where necessary.

Acknowledgements

As with most projects this one could not have been accomplished alone. I would like to express my appreciation for the help and encouragement given by many interested persons. I would like to thank Edward Streeter, the chairman of my committee, for first suggesting the topic and then for his encouragement and kind but careful criticism as the project developed. I have also appreciated his patience and gentle humor in many a difficult situation. I am very grateful to Roy Graham for his unstinted assistance and for sharing his expertise on the topic with me. At times it took sheer determination in difficult circumstances, but this project has greatly benefited from his interest and help. I would like to thank Arthur Coetzee and George Knight, the other members of my committee, for their expert advice and prompting. Their technical assistance has been especially helpful.

I would like to mention the help of librarians and archivists in various parts of the world. My thanks go to Bert Haloviak, of the General Conference Archives, for being able to draw on his phenomenal knowledge of the archives and expertise in their use. I am grateful too to Louise Dederen of the Andrews University Heritage Room and Hedwig Jemison of the Ellen G. White Estate. I would

especially mention with thanks the staffs of the Newbold College library, the college president's office, the British Union Conference, and the Northern European Division for their sincere, willing help.

Many persons have assisted in providing information through correspondence, answering questionnaires, or being willing to be subjected to interviews. Much first-hand information has been obtained through these persons. I would like to express my appreciation to all of them, and in particular the names of William G. C. Murdoch and William R. A. Madgwick, presidents of the college in earlier times, Kathleen Srouer and Irmgard Pelton, daughters of two even earlier presidents--George Baird and Glen Wakeham--and Harry W. Lowe, British Union Conference president before and during World War II.

I appreciate the expert and willing help given by Paul Denton with the production of the numerous illustrations. He has been able to make possible the use of material otherwise unusable. Without Joyce Jones this project would be much less readable. I sincerely appreciate her willingness to assist beyond the official limit of her task. Finally, my love and deep appreciation goes to Joy for not only spending countless hours typing this project more than once, but for her support that has made it possible for me to give my full time to research and writing.

It is my hope that this project will inspire an interest not only in Newbold College, that small but intriguing and inspiring college, but in the other institutions of the church that have done so much to support and build the Seventh-day Adventist work around the globe.

xxx

CHAPTER I

THE FOUNDING OF NEWBOLD COLLEGE

Introduction

When the educational work of the Seventh-day Adventist Church began in Britain, it was difficult to differentiate between levels of endeavor. At times it was even difficult to decide which endeavor was educational and which was evangelistic. One early educator attempted to define his work as follows: "It is not a primary school; it is perhaps an intermediate school and a college combined."¹ The main educational objective of the Adventist church in the beginning was the preparation of ministerial workers. To do this, church leaders recognised that some academic instruction was essential. These educational plans were complicated by the varying ages and different scholastic levels among those aspiring for training. Thus when the words "school," "college," or "institution" are used in this chapter they project the above rather shadowy definition--until the institution took a more definable form.

A discussion of the birth and early growth of the first Adventist educational institution in Great Britain is closely related to the development of the Seventh-day Adventist church in that country.

¹"Conference Proceedings," GC Bulletin, 19 May 1909, p. 83. The definition was given by Herbert Camden Lacey who was attending the 1909 General Conference session in North America. He was principal of Stanborough Park Missionary College at the time and had been associated with the school from 1904.

It is also of necessity tied to the development of secular education in the island kingdom. Thus this chapter first presents a brief history of the early British Seventh-day Adventist church. It studies briefly some of the concepts and lists a sampling of the statements written by Ellen G. White, one of the co-founders of the Seventh-day Adventist church, on the establishment of the Adventist church in Britain. These statements are included because they indicate the recognition by the general church leadership of the importance of British influence upon a large part of the world. They also demonstrate Ellen White's recognition of a need for a training institution in England for the development of the church there and for the preparation of personnel for overseas service.

This chapter also includes an outline of pre-1902 education in England, both Adventist and general, to provide a context for the establishment of the school and to give the reader some preparatory information for discussions in later chapters which refer to the development of education in England from 1902 onwards. This outline includes a description of the work done by Stephen N. Haskell, an early Adventist church leader, in conducting short-term training sessions in England. The details of the planning and establishment of the British Adventist training college in North London form the major part of this chapter. Also included is the work of William W. Prescott, an Adventist administrator and educator, whose influence has been highlighted in a recent biographical study.¹ The life and work of Homer R. Salisbury, the first administrator of the school,

¹See Gilbert Murray Valentine, "William Warren Prescott: Seventh-day Adventist Educator" (Ph.D. dissertation, Andrews University, 1982).

is described as well as his influence in the various aspects of the development of the institution during the six years of its existence in London.

The chapter concludes with a description of the search for a site which would provide a permanent location for the college. Throughout the discussion, attempts are made to highlight and analyze, where necessary, the administrative process in the development of Duncombe Hall College.

An Outline of the Period Before 1902

Duncombe Hall College opened its doors to enroll its first students on January 6, 1902. Formal planning for the school, however, started in June 1900. The possibility of having an Adventist school in Britain had been discussed as early as 1898 or even earlier. What appeared to be attempts to give more than catechismal instruction were carried out in Britain by Adventist missionaries as early as 1887 and 1888. In addition to these pre-1902 considerations directly relating to the beginnings of the British college, there were other events and situations that had a bearing on the birth of the institution. First, there was the educational milieu in Britain. Religious schools were by no means new. Until that time the government had depended on Christian churches to operate a large proportion of the educational system. Then there was the very young Adventist educational system, operating mainly in North America, that was starting to move out of its initial phase into one of growth. The Adventist church, by 1902, already owned a wealth of theoretical information on education that was waiting to be tested in the newly developing system.

All of these factors, in addition to the basic one of the accelerating expansion of the Adventist church in general, had a bearing on the debut of the new institution. The rapid expansion included a multiplication of educational institutions and the development of an international program which was already demanding the training of an indigenous work force. This outline starts with a brief discussion of the early Seventh-day Adventist church.

The Beginnings of the Adventist Church in Britain

Having listed several early nineteenth-century Advent preachers, the authors of Historical Sketches, an early British Adventist publication, wondered why the "Seventh-day Adventists waited so long before entering the United Kingdom . . . as it was some time after they had begun the work in other European fields that missionaries were sent to Great Britain."¹ There were no known Seventh-day Adventist sabbath keepers in Britain when John Nevin Andrews, the first Seventh-day Adventist missionary to Europe, landed in England on October 3, 1874. He made his way to the only sabbath keepers he knew of in London, a small group of Seventh Day Baptists whose leader was a William Jones.²

¹Historical Sketches of the Foreign Missions of the Seventh-day Adventists (Basle, Switzerland: Imprimerie Polyglotte, [1886]), pp. 80, 81.

²J. N. Andrews, "Report from London," RH 44 (27 October 1874): 142. See D. C. Porter, A Century of Adventism (Grantham, England: Stanborough Press, 1974), p. 5. Porter stated that Jones had been the pastor of the Mill Yard Seventh Day Baptist Church in London from 1872, and that he showed a friendly spirit towards Seventh-day Adventists, having even contributed articles for the Adventists' journal. For an account of Jones and the Seventh Day Baptists, see Russel J. Thomsen, Seventh Day Baptists: Their Legacy.

Four years later, on May 23, 1878, the first missionary to England landed at Southampton. His name was William Ings, an Englishman who had emigrated to the United States of America. Andrews had sent him over from Switzerland. Ings found sufficient interest to call for help. The General Conference of Seventh-day Adventists in Battle Creek, Michigan, decided to open a mission in England, and before the year had ended they had sent John N. Loughborough to run the mission.¹ With the help of Ings, he conducted a series of meetings in Southampton in 1879. They rented a large building that summer as headquarters and meeting place. The first formal organization took place on January 11, 1880, when a National Tract and Missionary Society was organized with a president, secretary, and thirty-six members. Less than a month later, February 8, 1880, the first Seventh-day Adventist baptism was held. The first church was organized in Southampton on September 23, 1883, with a membership of twenty.²

From Southampton the work of the church moved north to Grimsby and surrounding villages. In February 1882 work was started in London. During the next few years church workers moved west to

to Adventists (Mountain View, CA: Pacific Press Publishing Assn., 1971), chaps. 2 and 7.

¹Historical Sketches, p. 81. Loughborough was one of the earliest Adventists, having joined them in 1852. He pioneered in the use of Adventist literature and health reform. Before being sent to England in 1878 he had been preaching in areas of the United States new to Adventists and had proved his ability as a missionary. See Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia, rev. ed. (1976), s.v. "Loughborough, John Norton."

²Historical Sketches, pp. 82, 85. The work of the Tract Society was to make social contacts through its missionary magazine, Signs of the Times. Later the British Adventists printed their own magazine, Life and Health, and used it for the same purpose.

Exeter and Plymouth and north to Liverpool. They also moved into Wales and across the Irish sea to Ireland. By the end of 1883 there were 100 Seventh-day Adventist believers in Britain.¹ In 1884 the church started printing its own evangelistic paper, Present Truth, on its own printing press in Grimsby. Before this, a number of tracts and leaflets had been printed on the same press in Southampton.²

Ellen White and her son, William, visited England in August 1885. The party stayed in the country for two weeks travelling to different centers where she lectured in public halls and preached to the believers. She later visited the country once more during her two year stay in Europe.³

Ellen White's Comments on England

During her life Ellen White made several comments in her writings on the establishment and the progress of the church in England. Some of these are germane to the discussion of the British school since they had an impact on the thinking of the early missionaries as well as on the actions of the leadership in later years. Ellen White has had a very considerable influence on Adventist educational philosophy--as she has on almost every other aspect of the Adventist church. Her influence was through her speeches and her writings and has stemmed from a basic assumption accepted by the church. This assumption is that God gave her the Biblical gift of prophecy through visions and dreams. The church believes that Ellen White

¹Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia, rev. ed. (1976), s.v. "Great Britain and Northern Ireland."

²Historical Sketches, p. 84.

³Ibid., pp. 87, 88. See also Porter, Century, p. 8.

met the Biblical tests for a prophet, substantiating her writings as normative, and carrying authority. This does not mean that the educational philosophy as expounded by her has always been translated into practice, but it has become the "conscience" by which Adventist educational activity is judged. She was vitally interested in what happened to the youth of the church and she wrote numerous volumes of instruction and counsel for youth and for those who were to care for them. These books have become the guidelines for the educational activity of the church around the world.¹

In 1885 she paid her first visit to England, landing in Liverpool, a port which rivalled London's in size and activity. From there she travelled first to Grimsby where one evening she gave a public address on the subject of temperance in the home. In commenting later on that address, she wrote:

the idea that it is necessary to commence the work of instruction in self-denial and temperance in childhood, seemed new to the people. The most respectful attention was given as I tried to impress upon parents their accountability to God, and the importance of laying the foundations of firm principles in their children, thus building a barrier around them against future temptations.²

Ellen White's first trip to England impressed her with the great

¹Ellen White was born in 1827 as Ellen Gould Harmon, the daughter of a Methodist farmer. She became an Adventist in 1843 through the preaching of William Miller. She received her first vision at the age of seventeen in 1844, shortly after the great disappointment of Miller's Adventist followers, who had set a date for the second advent. She married James White in 1846. The Whites are considered to be the founders of the Seventh-day Adventist church. Ellen White died in 1915. The following are the better known of her writings on educational subjects: Counsels to Teachers, Parents and Students Regarding Christian Education; Counsels on Education; Education; Fundamentals of Christian Education; Child Guidance; and Messages to Young People. Some of these are posthumous compilations of her writings.

²Historical Sketches, p. 162.

opportunity for Adventist mission work. Although the country was small in size it had a large population. She sensed that with a missionary spirit the church could put to work hundreds of committed people. She also recognized the immense difficulties involved in preaching Seventh-day Adventism in Britain. Problems such as the social system, widespread poverty, conservatism, and lack of education made the task slow, but she was optimistic as to the future and was convinced that there was "scarcely a limit to what may be achieved . . . if the efforts to advance Bible truth are governed by enlightened judgment, and backed up by earnest exertion."¹

In a letter to Haskell, a personal friend who later attempted the first educational program in England, she wrote deploring the fact that "American missionaries have stepped over or passed by old England,"² apparently preferring to work in areas where they had to struggle with new languages.

Ellen White had some thoughts that related to methods of administration as they applied to England. In a letter written to missionaries leaving for Africa, she indicated that the work of the Adventist church in England had been restricted by poor methods of administration. One of these was a failure to delegate authority and responsibility. Another was a lack of planning, which was costing the church money and slowing down the progress of its development. Ellen White also suggested that saving money was not always possible when striving to produce results, and that more could have been done

¹Ibid., pp. 164, 166.

²E. G. White to S. N. Haskell, 27 January 1879, E. G. White Letter 1, 1879, EGWRC-AU.

had those in charge of the administration of the church been more aggressive in their planning and in the use of available resources.¹ She had a deep concern for London, and made several comments and appeals for a more aggressive approach in establishing the church in that city. One such appeal was made in a letter written while on board ship to the European church workers:

That large city [London] needs one hundred workers, and then the workers would scarcely be in touch one with another, if their fields were located in different parts. . . . What shall we do for London? London has received too little attention. . . . The truth, the present truth, the truth for this time, is what is needed in London. . . . There must be far less mincing about the matter, and far greater firmness, assurance and faith.²

Ellen White also made uncompromising statements about education and the training of Adventist missionary workers for England. She felt that an imbalance in institutional development had stunted progress in England and the Continent. She wrote:

America has many institutions to give character to the work, Similar facilities should be furnished for England [and other countries]. . . . In these countries the Lord has able workmen, laborers of experience. These can lead out in the establishment of institutions, the training of workers. . . . There is a great work to be done in England. The light radiating from London should beam forth in clear, distinct rays to regions beyond. . . . England has needed many more laborers and much more means. . . . It pains me to think that great facilities are not provided.³

In a letter to William W. Prescott, Ellen White declared that "the Lord would have advanced moves made in England. He desires

¹E. G. White to A. T. Robinson and C. L. Boyd, 18 June 1887, E. G. White Letter 14, 1887, EGWRC-AU.

²E. G. White to Brethren in Europe, 6 August 1887, E. G. White Letter 15, 1887, EGWRC-AU.

³E. G. White, Testimonies for the Church, 9 Vols. (Mountain View, CA: Pacific Press Publishing Assn., 1948), 6:25-27.

that a school be established there."¹ While attending the 1901 General Conference session she became concerned about the delay in establishing an institution that she and others had been recommending for a number of years. She spoke at length on her impressions as to how the matter should be approached, and she made it clear that she was anxious to see something done. Among the comments she made were the following:

We need now to open the door to the work in London. This door has long been closed but it must now be opened. Brother Prescott is fully capable of organizing schools in that field, but means must be provided for this work. Think of the little help England has had. . . . There are outsiders who have money. Let men who have tact go to these people. . . . Tell them . . . that you want to establish a school where the Bible will be used as the basis of all the work, where the youth can be educated in Biblelines. . . . Let us educate men who are under the influence of the Spirit of God, and we shall see that one can chase a thousand, and two put ten thousand to flight.²

Ellen White made a number of suggestions as to how funds could be raised and instructors provided for a school in London in her attempts to encourage the church administrators to begin work on the project. She even used her divine prerogative by stating that London had been "presented to her" as a place for a great work, and that "light" had been given her that the work could be done.³ All her statements were made before the school had been established, and her encouragement had much to do with the efforts put forth by the church to begin educational work in England.

¹E. G. White to W. W. and Mrs. Prescott, 27 August 1898, E. G. White Letter 71, 1898, EGWRC-AU.

²W. W. Prescott and Mrs. E. G. White, "The Work in England," GC Bulletin, 19 April 1901, pp. 396-399.

³Ibid.

Adventist Education before 1900

Seventh-day Adventists did not operate any schools on an official basis before 1872. They had attempted several in a private capacity, but these failed.¹ In 1872 Ellen White wrote a "testimony" entitled "Proper Education," in which she stated the principles that should govern the schools of the church when such were established.² The same year Goodloe Harper Bell, a former public school teacher, was requested to change the private school he was now operating into a denominational project. During the next two years plans were developed and property acquired for the denomination's first college which opened in 1874 and was named Battle Creek College. The establishment of that college was not based on the principles as listed in Ellen White's statement on "Proper Education" mentioned above.³ Those principles were followed later, however, as other schools were opened in North America and elsewhere to educate the youth of the church as loyal Seventh-day Adventist citizens. In 1882, the second school of the church was opened in California. A third was opened a few weeks later in Massachusetts.⁴

¹Emmett K. Vande Vere, The Wisdom Seekers (Nashville, TN: Southern Publishing Assn., 1971), pp. 15-17. Adventists tried to teach their own children as early as 1853.

²White, Testimonies for the Church, 3:131-160. The term "testimony" is used by the Adventist church in this situation to describe statements made by Ellen White when she was under divine guidance and acting in a prophetic capacity.

³Vande Vere, p. 24. See also R. W. Schwarz, Light Bearers to the Remnant (Mountain View, CA: Pacific Press Publishing Assn., 1979), p. 127. Despite Bell's previous leadership of the school he was replaced in 1873 as head teacher, staying on as second teacher.

⁴Schwarz, p. 131; Myron F. Wehtje, And There Was Light, vol. 1 (South Lancaster, MA: Atlantic Press, 1982), p. 19.

The first of the overseas schools was Claremont Union College opened in Cape Town, South Africa, in 1893. In 1897 Avondale College was established in Australia while Ellen White was present on its campus. Her presence and writings had a direct influence on the philosophy that was formulated for Avondale College, and that school became the pattern or model which many other schools, world-wide sought to emulate.¹

In 1895 there were only eighteen Adventist schools at all levels in North America and two overseas. By the turn of the century there were more than 200. This increase was partly due to Ellen White's influence and partly due to an education reform movement that originated in Battle Creek in 1897.²

The young Adventist school system as outlined above set the scene for the birth of the British college in 1902. At that time the history of Adventist education covered only thirty years, while Avondale College was less than five years old. In 1887, when the idea of a school in England was first suggested, Adventists owned and operated only a few schools and these were all in North America.

¹Don F. Neufeld, ed., *Seventh-day Adventist Encyclopedia*, rev. ed. (1976), s.v. "Avondale College." Schwarz, p. 203. Milton Hook, "The Avondale School and Adventist Education Goals, 1894-1900," (Ed.D. dissertation, Andrews University, 1978), pp. 292-295.

²Schwarz, p. 205. The rapid expansion of mainly elementary schools was due to the reform influence of Edward A. Sutherland, president of Battle Creek College in 1897 and his assistant, Percy T. Magan--who in turn were influenced by John H. Kellogg and Alonzo T. Jones, well-known Adventist health reformers--and the emphasis on the establishment of church schools wherever Adventists congregated.

Secular Education in England before 1902

Nothing develops in a vacuum. This is true as much for a school as for any other facet of society. The educational environment during the last quarter of the nineteenth century in England had its influence upon the Adventist school in embryo. The answers to such questions as why there was no clear-cut curriculum, no grade levels, no student age limits, or teacher qualification requirements in this new school can be found, at least in part, in a study of the British educational environment.

In 1870 the British government recognized its duty to provide some sort of alternative to religious education.¹ It encouraged the establishment of local secular school boards, and although these were far outnumbered at first by the so-called "voluntary" or church-run schools, they provided the first real alternative to religious education. In time they became the prototype of the public system that took over a large number of the voluntary schools in the twentieth century. Almost all of these voluntary schools were run by the Anglican or Roman Catholic churches.

This change in educational philosophy signaled a rapid development of elementary schooling. In 1879 there were approximately 1.5 million children attending school. In 1902 there were over 5 million.² This put a heavy strain on facilities even though new

¹Encyclopaedia Britannica: Macropaedia, 15th ed., s.v.
"Development of National Systems of Education."

²Nigel and Sophia Weitzman Middleton, A Place for Everyone: A History of State Education from the End of the 18th Century to the 1970s (London: Victor Gollancz, 1976), pp. 70-74. The meaning of "elementary" as used in this section refers to the type of school that enrolled pupils from four to five years of age to the compulsory school-leaving age and provided as far as possible for the basic

schools were built, especially in the towns. Churches and village halls were used as school rooms, sometimes with simple dividers to provide more than one room. It was possible for qualified teachers to have up to 160 pupils to care for, often on their own or with one or two pupil assistants. These latter were either the brightest in the class or persons who had completed elementary school and had been recruited as assistants.

With the increase in numbers came the development of the curriculum and other instructional principles. In 1880 compulsory elementary schooling up to the age of ten years was introduced. In 1891 the school-leaving age was raised to eleven years. Schooling of children was made free to the parents by a system of head grants paid by the government to the school authority--either the board of governors, in the case of local state schools, or the directors of the voluntary agency.¹ During the 1890s the curriculum of the elementary schools was expanded beyond the basic subjects of reading, writing, and numbers to include such subjects as geography, history, science, drawing, singing, cooking, and simple carpentry. Even some rudimentary physical training in the form of a military-type drill was tried by some schools.

The elementary school took children from four to five years of age and gave them six years of schooling. In the 1890s a seventh

needs of society. The elementary school was not to be confused with the primary school of more recent years. Voluntary schools were operated by agencies other than government authorized bodies. These were usually religious bodies, but included industrial organizations and other private bodies.

²Middleton, pp. 75, 76.

year was added.¹ In some areas the schools that taught the higher years became known as "higher grade schools."² There were relatively few of these, and they were not to be confused with secondary schools. The higher grade schools were a primitive type of comprehensive elementary school which allowed children to gain a little broader schooling. From them developed the junior and senior sections of the elementary schools. They became prototypes of the comprehensive schools developed after World War II. It is possible to trace elements of these higher grade schools in the structure of the Adventist school as it developed. The main difference between them and the more numerous secondary schools, or grammar schools, was that pupils were carefully selected for the latter.³

The end of the nineteenth century saw considerable confusion over the role of secondary schools. Educators in general, both conservative and progressive, both inside and outside the national government, saw the validity of elementary education for everyone. The new industrial society required that all citizens be able to read, write, and work out simple mathematical problems. There was no such generality of understanding regarding secondary education. Most educators saw the role of secondary education as being that of supplying intellectual training and mental discipline for those fit

¹Ibid., pp. 87, 89.

²W. H. G. Armytage, Four Hundred Years of English Education (Cambridge, England: Cambridge University Press, 1964), p. 151.

³David Wardle, English Popular Education 1780-1970 (Cambridge, England: Cambridge University Press, 1970), pp. 129, 130: and Middleton, p. 115. The term "comprehensive schools" refers to secondary schools that combined grammar, technical, and general secondary (modern) schools in the same institutions in an attempt to sidestep categorization of students.

for such learning. Such included persons required for higher posts in society and for the development of industry. Society expected a return for expenditure made on such individuals.¹ Consequently, there was no planning for universal secondary education. Instead, there was careful selection by examination and the development of a scholarship system to compensate the parents for the loss of wages due to taking a child from the work force and putting him or her into the secondary system. Secondary education was seen as an uplifting of the individual to a better class of citizenship.²

The 1902 Education Act

Parliament passed the important Education Act in 1902. This act established a centralized educational control system by confirming a department of education with a minister, president, and permanent secretary. The act abolished the school boards and placed the schools under the administrative control of the county and borough councils. Each school had its own board of governors, and an inspectorate was established to inspect both provided (state) and non-provided (voluntary) schools. The new law required that religious instruction, which had caused much resentment during the previous thirty years, be positioned in the timetable where pupils could

¹Middleton, p. 115.

²Wardle, p. 126. Middle-class families with financial capability sent their children to private fee-paying schools at either primary or secondary levels. These were known as "public" or "preparatory" schools. The term "public" has never been used for the British national school system and cannot be equated with the American term "state." It equates more closely to the term "private," although in Britain there are many private schools that do not apply the term "public" to themselves.

avoid it if the parents so wished.¹

There were a number of groups who influenced the direction that state education took as it developed during the nineteenth and early twentieth century. Two groups of particular importance were, first, the non-conformists whose influence had grown with the development of the industrial society and who were made up of skilled and semi-skilled artisans and lower and middle level industrial managers, as opposed to the landowners, industrial magnates, the self-employed artisans and the traditional clergy. The non-conformists had grown increasingly powerful and vocal in the urban areas. They demanded freedom of action along with freedom of conscience. Their power was widespread, particularly outside Parliament. They should not be confused with a second group, the Liberals, who though they may have been able to use the non-conformists as allies from time to time, were a political organization that was progressive in outlook and appealed to the lower middle-class rather than the working-class. Liberals did not have the sense of universal freedom that the non-conformists had.² They had considerable power inside Parliament.

Individuals such as Sidney and Beatrice Webb had a significant influence over educational development in the decades around the turn of the century. The Webbs were both progressives. They were interested in the cooperative movement and in collective administration. The latter involved collective responsibility, accountability, ownership, and taxation. Sidney Webb became the chairman of the London Technical Board and wielded a powerful influence on the

¹Middleton, pp. 111-113.

²Wardle, p. 7.

development of all the schools, both elementary and secondary, in the London area. The Webbs exerted considerable influence on the wording of the 1902 Education Act by assisting Robert Morant, an assistant secretary in the Education Department, in formulating the bill that became the 1902 Education Act.¹

The 1902 Education Act paid no attention to the development of tertiary-level education. British universities and colleges at the turn of the century were privately operated, depending on the payment of tuition fees and returns on their investments, which in some cases were considerable. The number of persons completing elementary school with sufficient academic ability to continue to secondary school and university was so low that there was little pressure on the higher levels to expand.

Such was the educational climate in which the Adventists endeavored to establish their school. It was an environment that gave little evidence of the direction that the national educational system would take as it moved into the twentieth century. It would not be surprising if the Adventists were not sure of their direction when Duncombe Hall College was opened.²

Haskell's Bible Training Schools

Seventh-day Adventists had very little educational work anywhere before the 1890s. Yet they recognized that preaching the gospel

¹Armytage, pp. 172, 174, 175, 183.

²The term "college" as used to describe modern Adventist tertiary institutions, appears grandiose when applied to the Adventist school established in London. The term was used to describe it as a post-elementary school and to prevent little children from applying. Whether it accomplished any other purpose at the beginning is uncertain.

required qualified workers. This recognition grew as Adventists moved into overseas territories.

One Adventist leader who saw the need for training lay and paid workers was Stephen N. Haskell. He demonstrated his belief in Adventist education by establishing a school in South Lancaster, Massachusetts, in 1882.¹ The same year Haskell introduced a program for training lay Bible instructors in short school-type instructional periods. These he called Bible Training Schools. He later used them to prepare lay evangelists whenever he held evangelistic meetings and established a group of Adventist believers.²

Haskell visited England for the first time in May 1882 in the interests of the International Tract and Missionary Society. He returned for a longer stay in the summer of 1887 as editor of the British evangelistic paper, Present Truth.³ He soon became involved in evangelism and the establishment of a stronger church program. In a report to the Review and Herald readers, he wrote of

¹Wehtje, p. 19. Stephen Nelson Haskell was born in 1833 in Massachusetts. Originally a Congregationalist, he started preaching Adventism in 1853 and observed the seventh day later in the same year. He was ordained by James White in 1870. He served as administrator of two local church conferences soon after they were organized. He was the originator of the tract society concept. His first trip to Europe was in 1882. In 1885 he went to Australia. Haskell returned to Europe in 1887 and worked in England for almost one year. He travelled extensively during his life and held a number of administrative posts in the Adventist church. He had a deep personal interest in the educational system of the church and was chiefly responsible for the establishment of Atlantic Union College, which developed from the school he opened in South Lancaster, Massachusetts. Haskell died in 1922. See E. W. Farnsworth, "Elder Stephen N. Haskell," RH 99 (14 December 1922):17.

²Ella M. Robinson, S. N. Haskell: Man of Action (Washington, D.C.: Review and Herald Publishing Assn., 1967), pp. 66, 67.

³"British Mission," SDA Yearbook, 1888, p. 129.

his plans:

After looking the field over we have concluded that the most effective method of labor will be to establish a training mission where individuals of the better class, selected from different parts of the country may receive an education in the work.¹

This "mission" was to be more than a series of catechetical classes or a book seller's institute. It would accomplish several objectives. Persons who became interested in the Adventist beliefs would be able to learn more in a formal way. They could be given training in meeting others and explaining Scripture, and they would be given an opportunity to acquire some formal education of a more general nature.

In a report written in the fall of 1887 and sent to the Review and Herald, Haskell elaborated further on his training school.

It is not so much able preachers as able workers who are needed, - those who understand the Bible thoroughly; discreet individuals who know how to conduct themselves properly with different classes of people. . . .

. . . we saw that unless we had a training mission in London, the work would be greatly retarded. . . . There are those . . . who with the training afforded at the mission would be efficient laborers. Therefore we have secured a building in which to open a training mission. This we are to enter at once. We have been strongly impressed that there are those who have not fully committed themselves on the truth, who may in some instances be persuaded to attend for Bible instruction.²

The address of the first building used by the Adventists in a teaching enterprise was "The Chaloners," Anson Road, Tufnell Park, North London.³ It was one of three buildings that Haskell rented

¹S. N. Haskell, "A Word from England," RH 64 (2 August 1887): 489.

²Idem, "The Needs of the Cause in England," RH 64 (20 September 1887):601.

³"England," SDA Yearbook, 1889, p. 75. A photograph of "The Chaloners" appears on p. 253.

in launching his program in the City . The other two were used for an office on prestigious Paternoster Row, and for a printing press on Holloway Road.¹ Holloway Road became increasingly central to the administration of the church and the school during the next two decades.

In 1888 Haskell indicated that his intentions were to start a regular school rather than an evangelistic mission. He also expressed the belief of the Adventist church leadership as to the importance of England as a center for missionary work. He wrote:

This city [London] has a population of nearly 5,000,000. One hundred laborers could find employment as canvassers and Bible workers until the Master comes. England's colonial possessions are to be found in all parts of the world. The sun never sets on her territory. Young men and women, speaking different languages, from all parts of Europe, should be trained and educated there, and then return to their native lands to teach the truth.²

An idea of what the first school may have taught comes from a description of a similar school run by Haskell in Europe in the winter of 1887. Lessons were given in book selling, bookkeeping (accounting), grammar, writing, arithmetic, and singing. There were Bible classes three times a week which included practical instruction. The formal classes ran from seven to nine in the morning. From nine in the morning to three in the afternoon the students presented Bible studies or practiced their book selling.³

Training schools were planned for by the administrators of the church in Europe as an early attempt to prepare local evangelistic

¹"British Mission," SDA Yearbook, 1888, p. 130.

²Ibid.

³O. A. Olsen, "Report from Scandinavia for December 1886," RH 64 (22 February 1887):124.

workers. On September 30, 1886, the European Missionary Council requested that Haskell be sent to Britain for this purpose. It took the following action:

Whereas the holding of training-schools has been of service in the past in better fitting the workers for useful positions in the work of God; therefore Resolved, that we recommend that training-schools for the purpose of educating workers be held in the various European Missions, under the direction of the several Mission Boards.¹

A careful study of the available evidence indicates that Haskell started the training school in England in October 1887. In the spring of 1888, Doris A. Robinson was transferred from South Africa to London to help in the running of the school. It continued to operate at least until the beginning of August 1888.² There is no record of the school closing. Haskell returned to the United States of America in early September, leaving Robinson and others to continue in London. Whether they continued with the training school in the years that followed is not clear. It is probable that during the 1890s, short periods of training were given, which were more in line with modern institutes than with a formal school program. Loughborough, when referring to the training schools in his account of the Adventist church, seemed to suggest that some sort of training was possibly conducted at intervals with the employment of those who had been trained as workers in England and in the

¹"European Missionary Council: Fourth Annual Session," SDA Yearbook, 1887, pp. 96, 97.

²E. G. White to S. N. Haskell, 8 December 1887, E. G. White Letter 23, 1887, EGWRC-AU; S. N. Haskell, "The Needs of the Cause in England," RH 64 (20 September 1887):601. Idem, "The First Fruits of the London Training School," RH 65 (21 August 1888):537. D. A. Robinson was an Adventist missionary sent to South Africa in 1886.

British colonies.¹ It was Haskell's intention that the school continue as an integral part of the church program. He declared:

Our training missions are as necessary as our colleges and they should be illustrative of the schools of the prophets. . . . It should not be understood that the training school in London is in any way independent of the English Mission.²

The idea of a school remained alive through the 1890s. Ellet J. Waggoner, newly appointed Present Truth editor in 1892, wrote to Ole A. Olsen, the General Conference president, that "there is certainly need of much to be done here in the way of education. . . . I hope that in time we shall have a school here."³ Although he did a little Bible teaching on Saturday afternoons and Sunday mornings, Waggoner was too busy with the press and editorial work to consider operating a formal school as well. Robinson was the only other worker in London for the entire city of 6,000,000 people, so no one else was available to run a school.⁴ In 1898 and 1899 Waggoner assisted Prescott in conducting short training institutes similar to those run by Haskell.⁵

¹See J. N. Loughborough, Rise and Progress of the Seventh-day Adventists with Tokens of God's Hand in the Movement (Battle Creek, MI: General Conference Association of Seventh-day Adventists, 1892), p. 355.

²S. N. Haskell, RH 65 (21 August 1888):537.

³E. J. Waggoner to O. A. Olsen, 5 December 1892, RG11 1892-W, GCAr.

⁴Ibid. See also D. A. Robinson, "The British Field," RH 69 (13 December 1892):774. The 1892 population census counted almost 6,000,000 people in London. This is one million more than the number mentioned by Haskell in 1888.

⁵William W. Prescott to Ellen G. White, 21 February 1898, EGWRC-AU; and W. W. Prescott to W. C. White, 28 December 1899, EGWRC-AU. See also Prescott, "England," RH 75 (15 February 1898): 110.

Waggoner had an idea that the Bible was sufficient for use as the main textbook for the teaching of all subjects, not only for short training sessions but for school teaching as well. He proposed this idea in 1892, believing that a detailed and prolonged study of Scripture would strengthen and discipline the mind in the same way that secular educators believed Latin and the Classics would do. The Bible could also be used as a major source in the study of history, language, and all of the sciences.¹ He still held to this idea in 1902 when he suggested that denominational teachers be brought in for training in the use of the Bible in a program where they would be totally immersed in Bible study. These teachers would return to their schools to teach only from the Bible until their pupils were thoroughly acquainted with it. Then only would they introduce certain other textbooks. This is the kind of school that Waggoner and Prescott hoped to start in England.²

Although Haskell's training school did not survive, it had demonstrated the usefulness of and the need for a British educational program. The members of the church continued to agitate until the possibility became a reality.

¹Compare E. J. Waggoner to O. A. Olsen, 5 December 1892, RG11 1892-W, GCAr, with E. J. Waggoner to W. W. Prescott, 1 June 1902, RG11 1902-Misc., and E. J. Waggoner to A. G. Daniells, 24 December 1902, RG11 1902-W, GCAr. The similarity between Waggoner's statements made in 1892 and 1902 indicates that he held the same view in 1902 as he did in 1892 regarding the centrality of the Bible in all areas of educational instruction.

²See E. J. Waggoner to W. W. Prescott, 1 June 1902, RG11 1902-Misc., GCAr.

Planning for the College

In 1892 Robinson complained that "where there is one working to carry the light, there might be a score. This will take consecrated men and consecrated money too."¹ Prescott came to London in April 1897 as director of the British Mission. He had spent the previous twelve years of his life encouraging the growth of the Adventist educational program in the United States and Australia. In 1891 he attended the Educational Council at Harbor Springs which he had masterminded. A new spirit of enthusiasm had been injected into the Adventist school program at that council. When he went to England he hoped that he would be able to start an educational program there as well.² He saw, as others had before him, that workers could be sent all over the world from an educational center in that country. During the winter of 1898-1899, Prescott, with Waggoner assisting him, conducted an evening school teaching Bible-related subjects three evenings a week. Waggoner still held to the idea of a school that taught only from the Bible, and he encouraged Prescott to experiment with the idea. Prescott's plan was to develop the

¹D. A. Robinson, "The United Kingdom," RH 73 (14 January 1896): 27.

²W. W. Prescott and Mrs. E. G. White, "The Work in England," GC Bulletin, 19 April 1901, p. 395; Valentine, "Prescott," pp. 174-179. Prescott was born in 1855 in New Hampshire. After high school he attended Dartmouth College, Hanover, New Hampshire. Following graduation he taught and administered schools, and then edited his own newspaper. From 1885 to 1894 he served as president of Battle Creek College. In 1896, after holding Bible institutes in various parts of the world, he was sent to Britain to direct the British Mission. He remained there until 1901 when he was elected an officer of the General Conference, a post he held until he retired in 1937. While in Britain he played a major part in the initial planning for a British school. Prescott died in 1944. See Lynn H. Wood, "William Warren Prescott," RH 121 (17 February 1944):18, 19.

evening school into a permanent institution.¹ He was encouraged in this purpose by Ellen White, who declared that it would be desirable to have a school in England and there was no one better than he to get it going.²

In 1899 Prescott joined forces with Dr. Daniel H. Kress who had opened a sanitarium in a large private house near Redhill in Surrey, about twenty miles south of the city center. He gave himself almost full-time to the task of conducting a worker training program during the three months of that winter. He repeated the same program during the winter of 1900.³

In 1898 the British Mission had become self-supporting and had applied for and received General Conference approval for conference status. Prescott had been elected president of the new conference.⁴ At the annual conference meeting in Birmingham, August 3 to 13, 1900, the membership re-elected him as the president and this gave him the opportunity of proposing that the conference plan for a school. His proposal was discussed with great interest and the conference voted unanimously to adopt the following action:

We recommend that this conference take steps for the starting as soon as possible of a missionary training school where consecrated young persons may obtain the instruction

¹W. W. Prescott, "England," RH 75 (15 February 1898):110; W. W. Prescott to E. G. White, 21 February 1898; W. W. Prescott to W. C. White, 28 December 1899, EGWRC-AU.

²E. G. White to W. W. and Mrs. Prescott, 7 August 1898, E. G. White Letter 71 1898, EGWRC-AU.

³GC Bulletin, 19 April 1901, p. 395.

⁴"General Conference Proceedings," GC Bulletin, 16 February-7 March 1899, p. 3; W. W. Prescott, "Notes from Great Britain," RH 75 (13 September 1898):588.

necessary to fit them for efficient service, both in this country and in foreign fields.¹

During the discussion it was suggested that the British Conference open the school in the fall of 1901, although no formal action was taken. The conference spent some time discussing the problem of finance. The whole idea of actually deciding to start a school was obviously so new to the British members that they had not come to the session prepared to make financial commitments of this magnitude. Thus they let the opportunity to make firm financial plans pass by, merely making verbal promises to donate and suggesting that the amount of £1,000. 0. 0 should be in hand by opening day. This missed opportunity was reflected in the slow way funds came in from the churches during the following two years.²

There was enthusiasm among the delegates of the conference and among the membership at large. The decision to open a school was a challenging one to such a small group, for the total membership in August 1900 was only 878. Even the suggestion of raising £1,000. 0. 0 before school opened in a year's time meant that every member would have to raise more than one pound. For many this would be the equivalent of one week's earnings. One woman attending the session, whose husband was not an Adventist, pledged one penny a day for the next year from her housekeeping money in order to reach her goal.³ This illustrated not only the willingness of the membership

¹M. E. Olsen, "British Annual Conference," RH 77 (18 September 1900):603, 604.

²Ibid., p. 605; W. W. Prescott, "The General Meeting in England," RH 78 (15 October 1901):674.

³M. E. Olsen, RH 77 (18 September 1900):604; GC Bulletin, 19 April 1901, p. 395.

to sacrifice, but highlighted the difficult financial position of many members.

Some money must have been donated at the meeting because the British Conference Cash Journal had an entry dated August 1900, of £17. 0. 0. By the time Prescott left for the General Conference session in March 1901, he had £250. 0. 0 set aside in a separate interest-bearing account. By August 1901, the fund had climbed to £396.14. 1½. Ellen White had shown her interest in the English school by donating £5. 0. 0 to the school fund.¹

The conference leadership, however, would have to find more effective methods to raise funds. There were two official alternatives available. The first was to involve the membership in a book-selling scheme prepared by the General Conference in 1900. Ellen White had written a new book entitled Parables of Jesus (later changed to Christ's Object Lessons). She arranged for all royalties from the proceeds of this book to be used to pay off debts incurred by the schools of the denomination. The publishing houses of the church would donate the labor for producing the book, while the teachers, students, and interested church members were to sell the book, donating their time towards the program. A special General Conference committee of seven members was set up to administer the program. Ellen White declared: "The schools must be helped. Let all lift harmoniously and help as much as they possible can. Great

¹Entry No. 477 for August 1900, p. 93. The original of this journal is filed in the British Union Conference Archives, Watford, England. GC Bulletin, 19 April 1901, p. 396; RH 78 (15 October 1901):674. W. W. Prescott to W. C. White, 25 February 1901, Prescott Correspondence, EGWRC-AU.

blessings will come to those who will take hold of this matter just now."¹ Because this was a program of self-help for the schools, it was not expected that the official book-sellers of the church would sell the book, but that other workers and members would join with the schools in the sales campaign. Ellen White urged that "the workers in England should take hold of Christ's Object Lessons and should do all they possibly can with this book that a school may be established in England." The book was made available to the English church, and the 1901 British Conference annual meeting voted to adopt the sales plan. In the next two years, the British church sold around 10,000 books for the school fund, each book bringing in a little over a dollar (or approximately five shillings.)²

The second fund raising alternative was to request appropriations from the General Conference. Thus, requests were made to the European Conference for help. That committee voted to request \$10,000 for the school.³ This request was passed on to the General Conference along with requests for funds to establish a sanitarium and for the conducting of public evangelistic meetings. These latter requests were given priority, and the General Conference did not appropriate money for the school until 1903.⁴

¹"The Relief of Schools," GC Bulletin, 25 March-9 April 1900, p. 1.

²E. G. White, MS 26, 5 March 1901, p. 7, EGWRC-AU; "General Conference Proceedings," GC Bulletin, 14 April 1901, p. 210; "The Relief of the Schools," GC Bulletin, 13 April 1903, p. 185.

³"Business Meetings," MW 6 (27 August 1902):133. The request for \$10,000 was on a matching basis, dollar for dollar, linked to funds raised by the Christ's Object Lessons sales campaign in England.

⁴A. G. Daniells to W. C. Sisley, 19 September 1902, RG11 LB29 pp. 89, 90, GCAr.

The decision to open the school in January 1902 was taken at the annual conference meeting at Wanstead, East London, sometime between August 2 and 12, 1901. Olsen wrote regarding that action: "There is great need of a training school for workers, and many are anxious to avail themselves of such an opportunity. We have therefore decided to begin something in this line early in January."¹

The administration of the church in England had the support of the General Conference for their worker training school. Arthur G. Daniells, the newly elected General Conference president, wrote:

At the present time England is a much more important field to this cause than Africa. We have not done our duty for England. The work ought to be very strong there now, and that country ought to be a training school for missionaries for Africa, India, and other needy mission fields.²

Homer R. Salisbury

In August 1901, the British Conference committee sent a call for the services of Homer Russell Salisbury who was teaching at Emmanuel Missionary College in Berrien Springs, Michigan. The Mission Board, which at that time had its office in Battle Creek, Michigan, took action to pass the call through to Salisbury.³ The

¹W. W. Prescott, "The General Meeting in England," RH 78 (15 October 1901):674; O. A. Olsen, "Labors in Europe," RH 78 (5 November 1901):722.

²A. G. Daniells to O. A. Olsen, 26 August 1901, RG11 LB24 p. 197, GCAr.

³Mission Board Minutes, 3 October 1901, p. 28. The Mission Board was an influential agency of the General Conference which studied requests for overseas personnel with power to authorize or reject such requests. The official name was Foreign Mission Board of Seventh-day Adventists with a membership of fifteen made up of the six members of the Foreign Missions committee and the nine members of the General Conference committee. It appeared to be more powerful than the General Conference committee itself. It operated from 1889-1903, when its responsibilities were absorbed by the

British leaders were asking for one of the denomination's most qualified educators. Just a few months previous, Salisbury had been asked to take the presidency of Walla Walla College, one of the colleges of the church situated in the state of Washington and opened in 1892. Daniells referred to him as "a well educated man. I think none of our present teachers in our schools are more advanced than Professor Salisbury."¹

Salisbury was born in Battle Creek, Michigan, on May 27, 1870. His parents were among the early Seventh-day Adventists in that city. His mother died when he was young and he grew up among relatives in Colorado. He attended public elementary and high schools, then went to Battle Creek College in 1888. He was baptized in 1890 and graduated in 1892. During his college student years he worked as Prescott's secretary. This prepared him for his first denominational task, that of secretary to the Review and Herald Publishing Association manager. In 1893 he was sent to Cape Town, South Africa, where he worked for three years as a teacher and men's dean at the Claremont Union College. While there he studied Hebrew and history in his spare time. He endeared himself to the people by learning to speak South African Dutch. As a token of that bond the men's residence of Claremont's successor, Helderberg College, was later named Salisbury House to perpetuate his memory. In 1896 he spent a year in London studying Hebrew at the university, returning in the

General Conference committee. It continued until 1919 as a legal body. See Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia, rev. ed. (1976), s.v. "Mission Board."

¹GC Min, 3 April 1900, p. 137; A. G. Daniells to C. E. Rentfro, 20 September 1902, RG11 LB27, GCAr.

fall of 1897 to teach Hebrew and church history at Battle Creek College.¹ He moved with the college to Berrien Springs just before being called to England. During 1901 he also held the post of Education Secretary for the Lake Union Conference of Seventh-day Adventists.²

The Mission Board minutes stated that Salisbury should be released as soon as a replacement for him could be found. This was possibly polite language for urging immediate acceptance, as it was doubtful whether an immediate replacement could be found at such short notice. Salisbury and his wife sailed for Liverpool from New York on November 13, 1901, arriving in London some ten days later.³ At the age of thirty-one Salisbury took up his task as the first principal of the English school.

The Opening of the College

With the services of a principal secured, the next step was the provision of facilities. The church operated out of London, and in 1887 Haskell had located one of his offices at 45 Holloway Road, North London. Since then the church had leased an office and held meetings at 451 Holloway Road. In the 1880s the church had also procured the use of a hall on Duncombe Road, a small side street leading off Hornsey Road, approximately three-quarters of a mile

¹"Homer Russel Salisbury," *Eastern Tidings*, 1 April 1916, pp. 3-5, 11-12; "Memorial Service for Prof. H. R. Salisbury," *RH* 93 (17 February 1916):15, 16.

²Mission Board Minutes, 3 October 1901, p. 28; M. Bessie de Graw, "An Educational Conference," *RH* 78 (10 December 1901):804.

³S. F. French to H. E. Osborne, 23 October 1901, RG11 1901-F, GCAr.

from the office on Holloway Road.¹ This building was used for church services during the weekend, but was free during the week. The building, which was called Duncombe Hall, was made available by the conference to Salisbury for the school. The faculty was small and included Salisbury, Mrs. Lema Salisbury, Waggoner, and Dr. Alfred B. Olsen. Olsen was the director of the Sanitarium, and Waggoner was already in London working as editor of the Present Truth. Waggoner's office was at 451 Holloway Road where the printing press was located. This was the office address for the conference as well, and it was convenient to use it as the address for the new college.²

The school opened on Monday, January 6, 1902, at 9.00 a.m. under the name of Duncombe Hall College. The Missionary Worker proudly called it "our Missionary College" and proceeded to describe the opening ceremony.³ This took the form of a religious exercise with speeches by Olsen, the conference president, Waggoner, and Salisbury. Twenty students attended school that day, but by the end of the month there were thirty-five, including four from Ireland and one from West Africa.⁴ Salisbury's first instructional act was to give an entrance examination to all the students in an attempt to find out the level of their achievement and ability. The results

¹J. N. Loughborough, "England," RH 74 (16 February 1897):107; O. A. Olsen, "Better and Permanent Quarters," MW 6 (3 December 1902):194. See the map on p. 247.

²A. G. Daniells to C. E. Rentfro, 20 September 1902, RG11 LB27, GCAR; "Our Training College," MW 6 (17 September 1902):153. The address for the college remained 451 Holloway Road until 1907 when it moved to Watford.

³Col Cal, 1902-1903, Cover and p. 1; M. E. Olsen, "Opening of the College," MW 6 (15 January 1902):17.

⁴H. R. Salisbury, "Our College," MW 6 (5 February 1902):18.

showed that most of the students needed instruction in ordinary elementary-school subjects. Consequently, the curriculum was planned to provide a reinforcing of language, writing, and mathematics along with subjects such as Bible, history, and the sciences.¹ As mentioned earlier this was not an extraordinary situation, for a study of the secular educational context in 1902 indicated that very few young people remained in school beyond the sixth standard, or thirteen years of age. The level of learning attained upon leaving school when compared with modern school achievement was very low. Salisbury's previous stay in the country no doubt helped him to understand the state of education within the country as a whole. He showed this understanding when writing to the world church about the new school. He suggested that

with the exception of the youth of well-to-do families, education is confined to the knowledge of the common branches, the pupil leaving school at thirteen to begin a trade at fourteen, only those of means having recourse to private schools, colleges and finally the university.²

Thus he did not attempt at the beginning to set the level of the school at any arbitrary standard or year; he felt his way as the students enrolled.

This is not to infer that he had no aim or philosophy for the school. The aim of the college from the beginning was to give training to the whole person--mental, moral, and physical--in order to prepare the student for the missionary work of the church. The

¹"Conference Proceedings: School Work in the British Conference," European Conference Bulletin, 15-25 May 1902, p. 57; Col Cal, 1902-1903, p. 19.

²H. R. Salisbury, "Duncombe Hall College, London N., England," RH 79 (17 June 1902):16.

word "missionary" was interpreted by Salisbury largely to mean overseas workers, but he also included the training of a work force for Britain itself.¹

The philosophy of the school was developed by Salisbury and Waggoner. To Waggoner the new school provided a golden opportunity to put his "Bible as the only textbook" theory into practice. The first annual school bulletin plainly stated that "A Bible School is not one in which the Bible is taught along with many other things, but one in which the Bible is the foundation of all the other studies."² Salisbury's idea of a school was more practical and all-encompassing. It appeared in the prospectus as

the one great object always kept in view will be to lead the students to learn how to think, and to think correctly-- to teach them how to learn anything for themselves. In short, the object of the school is to enable those who attend to continue students after they leave the school.³

Consequently he planned for such subjects as health care, type-writing, colportering (book-selling), and music.⁴

The philosophy that emerged from the combination of these two views or ideals was one that provided an opportunity for the development of a person that could cope with the basic educational and social problems of the age. Such a person would have the tools to continue learning, be capable of leadership, and have the ability of

¹See Col Cal, 1902-1903, p. 3; European Conference Bulletin, 15-25 May 1902, p. 57. See chapter 3 below for a discussion of the missionary movement.

²Col Cal, 1902-1903, p. 3; European Conference Bulletin, 15-25 May 1902, p. 58. See p. 24 above for Waggoner's philosophy of Bible teaching for Adventist schools.

³Col Cal, 1902-1903, p. 4.

⁴European Conference Bulletin, 15-25 May 1902, p. 57.

carrying out the various tasks of a missionary-minded church.

Salisbury estimated that there were from 190 to 200 young people in the British Conference between the ages of fourteen and twenty-five. The school started with thirty-five (or approximately 18 percent) of these available youth. For the first student enrollment he limited the minimum entry age to eighteen except by special permission. The average age of the student body, however, for the first year was a more mature group. By the end of the first term enrollment had risen to forty.¹

The daily program for the students included class periods in the morning, with the afternoons given to the selling of Adventist books and magazines from door to door. This occupation enabled the students to pay their way through school. The suburbs of North London with their long streets of closely packed homes offered an ideal market for these student salesmen.² They sold such books as Christ Our Savior and the Home Handbook, and such magazines as Good Health and Present Truth. Some students took the educational fundraising book, Christ's Object Lessons, to the public, but it is not known how the finances for these sales were handled. As interest in the church grew in the city, some of the students were used in the afternoons and the weekends in church missionary and evangelistic work.³

¹Col Cal, 1902-1903, p. 11: H. R. Salisbury. "Duncombe Hall College, London N. England," RH 79 (17 June 1902):16.

²European Conference Bulletin, 15-25 May 1902, p. 57; H. R. Salisbury, "Our College," MW 6 (5 February 1902):18; S. Joyce, "The Students as Canvassers," MW 6 (19 February 1902):1.

³S. Joyce, "Our Students as Canvassers." MW 6 (12 February 1902):41; O. A. Olsen to A. G. Daniells, 3 October 1902, RG11

The long tradition of financially inexpensive tuition that the British college has maintained was started right at the beginning. Salisbury set the tuition fees at £1.10. 0 per twelve-week term, payable in advance in three monthly installments. The year was divided into three terms which meant a total tuition fee of £4.10. 0 (approximately \$20 at the current rate of exchange).¹ He opened the institution on a day-school basis in order to get the program under way. The students had to find accommodation in the neighborhood, preferably with church members. Some students, however, rented rooms on their own or with fellow students. Salisbury recognized that this was a temporary situation and started to look for a suitable permanent location for a coeducational residential school. This was his dream as well as the plan of the conference.² In 1902 it is estimated that accommodation in London cost approximately £5. 0. 0 a term, although by 1905 students were paying up to £8. 0. 0 a term.³

The physical conditions in the school were far from adequate even for a temporary situation. The school met in a large room known as Duncombe Hall. There were no partitions or wall dividers. Consequently the four teachers had to compete with each other as well

Box 52-Misc, GCAr; H. R. Salisbury, "Our Educational Work in Europe," RH 81 (26 May 1904):21.

¹Col Cal, 1902-1903, p. 2. The rate of exchange in 1902 was a few cents less than five dollars to one pound sterling.

²H. R. Salisbury, "Duncombe Hall College, London N., England," RH 79 (17 June 1902):16; "Great Britain," GC Bulletin, 9 April 1903, p. 139; O. A. Olsen to A. G. Daniells, 17 January 1902, RG11 Box 52-Misc, GCAr.

³A. G. Daniells to C. E. Rentfro, 20 September 1902, RG11 LB27, GCAr. Daniells had returned from London in August 1902. He quoted rent prices as being \$2 a week. This meant a total of \$24 for a twelve-week term or approximately £5. 0. 0 sterling.

as with the street hawkers and other traffic in the street outside, for the attention of the students since the four classes met under the same roof. There were no desks. Students sat on benches or chairs and wrote on their laps. The school started without one book in the library. Science equipment consisted of one borrowed microscope, while the social sciences were taught with the use of two maps and a small blackboard. During the term the only expenditure made was for a typewriter for the typewriting class.¹

The first year was short, starting in January and closing in May, but it was a successful beginning. The year ended with all students' accounts paid and the finances of the school showing a small credit balance. The students left to spend the summer selling Adventist literature in different parts of the country, and with the determination to return in the fall.² Salisbury and the conference leaders spent the summer attending two important conferences: the European Conference, May 15 to 25, in London, and the British Annual Conference in Leeds, August 1 to 10. At the latter conference the British church was organized as a union conference with two conferences and three missions. At both these meetings Salisbury pled for funds to establish a permanent school, but without any immediate results.³ He succeeded, however, in impressing Daniells, who was present at both meetings, with the serious need for financial support.

¹O. A. Olsen, "Better and Permanent Quarters," MW 6 (3 December 1902):194; European Conference Bulletin, 15-25 May 1902, p. 57.

²H. R. Salisbury, "Duncombe Hall College," MW 6 (23 April 1902):1.

³A. G. Daniells to W. C. White, 22 August 1902, RG11 LB27-GCAr; European Conference Bulletin, 15-25 May 1902, pp. 57, 58;

Daniells wrote to W. C. White from London stating that

the one great problem, above all others, in the location of the school . . . is the question of money. . . . It is very plain to us all that we shall have to raise money in America¹ to assist our brethren in getting their school . . . started.

A year later he took up the problem in the General Conference session and proposed the allocation of \$10,000 to enable the British to establish "a good school."²

The Change of Halls

During the summer of 1902 Salisbury looked for a better building for the school. He found one back on Holloway Road, a few doors from the office. It was another hall known as Holloway Hall. It was larger than Duncombe Hall and had superior lighting and ventilation. Yet, it was still only one room with the attendant problems that were present in the previous place.³ Most of the students returned for the first full school year, and several new ones increased the initial enrollment to forty. The faculty was the same too, so the school could continue with the work left off in May. This ability to follow a linear teaching pattern obviated what could have been a serious problem--the need to divide the school into groups by grades or levels of instruction. By the end of the school year the enrollment had grown to seventy-two, and the hall was

"The Educational Work," MW 6 (27 August 1902):134.

¹A. G. Daniells to W. C. White, 15 May 1902, RG11 LB28, GCAr.

²"Great Britain," GC Bulletin, 9 April 1903, p. 140.

³"Our Training College," MW 6 (17 September 1902):153. W. C. Sisley to A. G. Daniells, 23 June 1903, RG11 1903-S, GCAr. Salisbury rented another room for the second term of the 1903-1904 school year to relieve the pressure. See H. R. Salisbury to A. G. Daniells, 13 January 1903, RG11 1903-S, GCAr.

crowded once more. Thus the first move of the college offered only slight advantages for faculty and students.¹ Of the students attending, seventeen were from North America. Some came as self-supporting missionaries to canvass during the summer and to attend school in the winter. Others came to study under Waggoner who had acquired some reputation in North America as a Bible scholar and teacher.² This contingent of American students was the harbinger of an American student interest in the English college that has continued to the present.

The General Conference president had shown his interest in the school on more than one occasion. In a letter to W. C. White, Daniells summarized the firsthand impression he received at the end of the first year of operation. He wrote:

When I came away it looked as if they [the school] will have something like 75 students. It is their intention, yes, their firm determination, to make that a strong school. From what I saw at last winter's work, I was highly pleased. The experiment greatly intensified the interest of our British people in the educational work. The die is cast; they will never retrace their steps. The school has come to stay, and I believe the day is coming when England will be the training ground of large numbers of the most consecrated, self denying missionaries we shall send to the dark places of the earth. Everyone of us who visited the London Conference were impressed that there is something about the English people that will make them grand missionaries.³

The successful start of Duncombe Hall College in 1902, as well as the opening of its sister institution in France, seemed to inspire the General Conference committee with an enlarged vision of

¹H. R. Salisbury, "The School," MW 7 (27 May 1903):80.

²A. G. Daniells to H. R. Salisbury, 16 September 1902, RG11 1902-D, GCAr.

³A. G. Daniells to W. C. White, 22 August 1902, RG11 LB27, GCAr.

education overseas. In November it took the following action:

Voted . . . that the Mission Board be advised to encourage the establishment of [sic] the larger mission fields of training schools similar to those conducted in England and France. These schools to be both for the training of workers and for general education.¹

In the early years of the existence of the school there was no evidence to show that those who completed the courses or left the school after taking the offered subjects were referred to as graduates. This was partly because the school did not offer complete programs of study until 1905 and partly because the students were in the main mature persons receiving some training before going into missionary service of some kind.² It also appeared that persons completing the school were not graduated since the conference administration had no pre-determined set of qualifications for employing ministers, evangelists, and other workers. Such an employment policy would demand cooperation between the school and the church administration in the working out of a program of study that matched the needs of the field, while at the same time abiding by the philosophy of the institution. Until that time students were given employment as and when it was felt they were ready. Of the seventy-two that left school in May 1903, approximately forty returned in September. Of those who did not come back, four had gone to Africa, three to

¹GC Min, 23 November 1902, p. 158.

²Col Cal, 1905-1906, pp. 8, 9. A four-year ministerial course and a three-year general missionary course are only mentioned, but not listed in detail. Those completing college were officially called graduates from 1914 onwards. H. W. Lowe recalls that a major reason was that the main concern in the earliest years of the school was to get "workers" into the church program. It was a great "missionary" urge not an educational program that attracted students to the college. See H. W. Lowe to D. C. Beardsell, 15 May 1983, Personal File.

Spain, one to India, and six had entered the ministry and Bible work. Others were employed by one of the other institutions of the church or joined the publishing department as canvassers. Five were accepted for nurses' training at the new sanitarium at Caterham. Although statistics are vague, it is clear that the church made use of the college students from the start.¹ The number going to foreign countries was not significant at this time, since at least three were natives returning to their own countries after studying. The number of those going abroad would grow rapidly, however, in future years. (See chapter 3).

The school continued a second year in the Holloway Hall with its over-crowding and noisy surroundings. The noise in which the students had to learn was a major problem.² Another concerned finances. The establishment of a new sanitarium absorbed any funds that were available both locally and from North America. This discouraged the search for a permanent site for the school. Salisbury, therefore, continued to scout around for a property in the vicinity of Holloway Hall for more suitable premises that could be rented.³ Once again the financial operation for the year had shown a gain, allowing for the purchase of a few badly needed pieces of basic equipment. Salisbury's system of operating was "pay as you go."

¹H. R. Salisbury, "The School," MW 7 (27 May 1903):80; Idem, "Duncombe Hall College," MW 7 (25 November 1903):184. Those completing studies at the college up to 1907 could find employment as ministers, Bible instructors, and salesmen for Adventist literature, or as employees in the printing press or the sanitarium.

²"The Opening of Duncombe Hall College," MW 8 (14 September 1904): 152; Steen Rasmussen, "Glimpses of Early Beginnings of the Young People's Work in Europe," RH 106 (26 December 1929):21.

³"Great Britain," GC Bulletin, 9 April 1903, p. 139.

He did not allow any indebtedness in the finances of the school. He also insisted in keeping sacredly intact the small but growing school-building fund that Prescott had started four years previously.¹

Personnel Problems

The 1903-1904 school year saw an important change in the faculty. Waggoner had resigned in June from all his responsibilities including his post as Bible teacher for the school. At the British Union Conference annual meeting in June, he had clashed with Louis R. Conradi, the General Conference vice president for the Adventist Church in Europe, over organizational adjustments in the administrative structure of the union. He opposed what he called "over organization," condemning such actions as the writing of a formal constitution and the division of the British Isles into multiple administrative areas.² The members attending the meeting also indicated dissatisfaction with Waggoner's interpretations of Adventist doctrines in his editorship of Present Truth, a post he had held since

¹Ibid. See H. R. Salisbury, "England," RH 80 (16 June 1903):17.

²O. A. Olsen to A. G. Daniells, 7 July 1903, RG11 1903-0, GCAr; L. R. Conradi to A. G. Daniells, 11 June 1903, RG11 1903-C, GCAr. Conradi was born in Germany as a Roman Catholic. He migrated to North America at seventeen years of age and became a Seventh-day Adventist in 1878 in Iowa. He completed the ministerial course at Battle Creek College and then worked among the German-speaking people of the Mid-West. He was ordained in 1882. In 1886 Conradi was sent to Europe where he conducted evangelistic meetings in various parts of the Continent, basing his work in Switzerland. He also administered the work of the church in Germany and Russia from 1891. In 1901 he became the director of all the work in Europe and continued in that position until 1922. Because of his administrative position he had oversight of the program of the church in Britain and therefore was involved in the establishment of the British college. See Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia, rev. ed. (1976), s.v. "Conradi, Louis Richard."

1892. They complained that these interpretations were being taught to the students in the school, a complaint that was supported by at least one of the students. These interpretations had to do with his understanding of the nature of God as portrayed in The Living Temple, a book produced in Battle Creek by John H. Kellogg in conjunction with Waggoner. The book indicated a pantheistic understanding of God's presence and nature.¹ Waggoner used these complaints against him as reasons for resigning. He left England for North America at the end of September 1903. He had worked in England for eleven years as an editor and minister. During the last three years he had carried responsible administrative posts and the Bible teaching, in addition to his editorship. Until he resigned he had been thought of, in the educational circles of the church as one of the best, if not the best, Bible teachers in the denomination.²

Waggoner's resignation was only one of several personnel problems in the British church during 1903. In January, A. R. Leask, a licensed minister in the South England Conference, had resigned from the ministry and left the church. He had a problem regarding spiritual power and became involved in the "holiness" doctrine. Then, in April, J. Stokes was dropped from employment in Scotland. Following Waggoner's resignation in June came that of H. Champness, a minister and evangelist of the South England Conference. He did not give any evidence of doctrinal differences at the time of his resignation, so his leaving seemed more of a desertion than a formal

¹M. Asay to A. G. Daniells, 3 February 1903, RG11 1903-A; A. G. Daniells to W. C. White, 22 December 1903, RG11 LB32, GCAr.

²A. Bacon, "A Farewell Gathering," MW 7 (14 October 1903):157; O. A. Olsen to A. G. Daniells, 4 December 1903, RG11 1903-0; A. G. Daniells to W. A. Westworth, 16 September 1902, RG11 LB27, GCAr.

parting. After leaving the Adventists, he worked against them in the port cities of Hampshire, declaring that the "three angel's message was too narrow a description of the gospel of Christ."¹ The man chosen to take Waggoner's place as Bible teacher in the school, John O. Corliss, became seriously ill and depressed soon after school opened in September. He eventually became unreliable as a teacher, finally breaking down two weeks before school closed for Christmas.

Despite the apparent storms raging around it, the school had a successful year. Salisbury declared that the "only perplexity" he had to deal with was the Corliss problem.² The students left in May 1904 determined to return, evidently satisfied with their treatment at the school. That this was so was due in large part to the single-mindedness of Salisbury. When others were struggling with the confusion caused by those fighting the church, he fought for the independence and progress of the school. He did not become involved with the various theological and personnel problems around the country. Instead he was out searching for better premises to replace Holloway Hall when he was not teaching his classes.³

¹O. A. Olsen to A. G. Daniells, 20 October 1903, RG11 1903-0; O. A. Olsen to G. A. Irwin, 16 December 1903, RG11 1903-0; A. G. Daniells to W. C. White, 22 December 1903, RG11 LB32; O. A. Olsen to A. G. Daniells, 31 December 1903, RG11 1903-0, GCAr. Leask and Champness had been the only English ministers in the South England Conference in 1903.

²H. R. Salisbury to A. G. Daniells, 29 December 1903, RG11 1903-S, GCAr.

³H. R. Salisbury to A. G. Daniells, 3 May 1904, RG11 1904-S, GCAr; BUC Min, 5 August 1903, pp. 5, 6. These minutes were located in the General Conference Archives. The main British Union Conference archive, located in Watford, England, holds minutes from 1914 onwards. See RG11 1903-0. GCAr.

Neither did the progress of the church suffer too much from the personnel issues. The tithe per capita of \$12.71 for the British Union Conference in 1903 was the highest in the world. The growth rate for the year was second highest in the world with 37.52 percent. In addition, the British sold an average of \$27.62 worth of Adventist literature per member, giving them the highest per capita sales in the world church.¹ Salisbury's students played a large part in this last achievement.

The vacancy created by the departure of Waggoner in July 1903 was temporarily filled by Corliss. When he failed in December, the union committee, which had been appointed as the school board at the June 1903 annual meeting, called W. Hutchinson from Ireland to take over the Bible classes.² Daniells, however, was watching the situation very closely from Washington. He had great expectations for the "London Bible School," as he was fond of calling it. His correspondence indicates a constant high level of interest in the British school. He often wrote of the idea of a "halfway school" where missionaries could be thoroughly prepared for overseas service in a non-American environment.³ Daniells immediately started a search for a suitable Bible teacher and found Herbert C. Lacey, an Englishman teaching at Healdsburg. He contacted Salisbury, who did not know Lacey, although Mrs. Salisbury had attended school with him. After

¹A. G. Daniells to W. C. Sisley, 31 May 1904, RG11 LB33, GCAr.

²H. R. Salisbury to A. G. Daniells, 3 May 1904, RG11 1904-S; See O. A. Olsen to A. G. Daniells, 19 December 1903, RG11 1903-0, GCAr.

³See for example, A. G. Daniells to W. C. White, 22 December 1903, RG11 LB32, GCAr.

some careful checking, Salisbury took Lacey's name to the board. The board sent an offer of employment to Lacey through the General Conference. The General Conference approved the call and passed it on in April 1904.¹ This was the official procedure established for the movement of employees in the Adventist church. Professor and Mrs. Lacey arrived in London in August of that year.² Lacey remained with the school as teacher, and later as principal, for the next ten years.

The Move to Residential Quarters

Salisbury's search for an improved setting for instruction in the new year finally ended in the renting of two large joined houses in a side street off Holloway Road, about a five minute walk from the office.³ (One property had been denied him in 1903 because the owner learned that Salisbury did not believe in eternal punishment; the owner feared the students would not learn about the possibility of writhing in eternal hell fire.⁴) The renting of these houses, numbers 12 and 13 Manor Gardens, made it possible for the college to become a coeducational residential institution for the first time, though still in a limited capacity. There was space for forty beds in the two houses, number 12 being used for men and number 13 for women. Doorways were broken out between the two

¹A. G. Daniells to H. R. Salisbury, 15 February 1904, RG11 LB33, GCAr; GC Min, 14 April 1904, p. 5.

²H. R. Salisbury to A. G. Daniells, 24 August 1904, RG11 1904-S, GCAr.

³W. A. Spicer, "The London Training School," RH 81 (27 October 1904):22. See map, p. 247.

⁴W. C. Sisley to A. G. Daniells, 23 June 1903, RG11 103-S, GCAr.

buildings to allow movement between them. One of the larger rooms was made into a chapel and the others served as classrooms.¹ Thus the buildings were adapted to accommodate the school in its third location in three years.

The new premises made an impression on the seventy-three students that registered for the 1904-1905 school year. Arthur Warren wrote twenty-five years later:

Walk up the wide Holloway Road, . . . note the incessant noise of the traffic and the ceaseless hum of voices. But turn down the quiet road on the right, and we are away from the noise and the bustle at once. This is Manor Gardens, and that large house on the right is Duncombe Hall College, the British Seventh-day Adventist training college.²

William A. Spicer, the General Conference secretary, commented: "I was delighted with the genuinely academic appearance of the chapel and classrooms awaiting the fourth-year students."³ Too many students enrolled to be accommodated in the dormitory, so Salisbury took in the younger ones, while the other students found lodgings in the neighborhood as they had in previous years.

The reason for younger students was that for the first time provision was made for preparatory classes for young people from fourteen to seventeen years of age. For the first time as well, the school tried to formulate a training program that would be somewhat professional in scope and content for those who came to receive a training for employment in the church either in Britain or

¹Col Cal, 1904-1905, p. 6; W. A. Spicer, RH 81 (27 October 1904):22.

²Arthur Warren, quoted in Steen Rasmusson, "Glimpses of Early Beginnings of the Young People's Work in Europe," RH 106 (26 December 1929):21.

³W. A. Spicer, RH 81 (27 October 1914):22.

abroad.¹ To cope with the extra classes another teacher was added to the four that had taught from the beginning. Besides Salisbury and Mrs Salisbury, Lacey, and Clement Hamer, who taught full-time, were Dr. A. B. Olsen and William T. Bartlett, who came in from the sanitarium and publishing office, respectively, to teach part-time.² A new departure was the use of two or three of the more advanced students to teach some classes, a technique that was very common in the public schools of the period.³

Although not called graduates, the school sent out three of its students at the close of the 1904-1905 school year. These had been with the school from the beginning and had completed a consecutive series of courses. The church employed all three as full-time ministers, trusting that the school knew what was needed by the field. From time to time the British Union Conference in session had tried to come to grips with the need for a set of guidelines by which the training of workers could be guided, and from which employment qualifications could be set.⁴ A study of the school prospectuses and the the various committee actions taken, however, indicates that such guidelines developed partly through trial and error. They were influenced also by experience gained through the passage of time as well as by the artificial importation of guidelines from North America. There was one important aspect of the training process that

¹"The Opening of Duncombe Hall College," MW 8 (27 October 1904) :152; Col Cal, 1904-1905, pp. 11-15.

²A Student, "Our School: Another Year," MW 9 (7 June 1905):91.

³Ibid. See p.14 above. "Public" here refers to all types of schools, voluntary and state run.

⁴"Duncombe Hall College," MW 8 (31 August 1904):148.

contributed at least to the development of an understanding of what was needed by prospective workers. This was the on-the-job training program that Salisbury and Lacey organized in London. Students were expected to canvass. They were also involved in administering and caring for the London churches and companies. Each weekend the school sent students in pairs to conduct the weekend meetings which included Sunday night evangelistic meetings as well as Sabbath services. From time to time the students assisted in tent meetings run by evangelists from outside London.¹ When the students completed their schoolwork, it was a fairly simple matter to forecast their usefulness to the church from an evaluation of their performance as student ministers.

The 1905 school year closed with ninety-one students in attendance. Although the number from North America had dropped, there were representatives from Switzerland, Russia, Africa, and India. The year also ended with a major new addition. George R. Drew, the veteran Adventist ship missionary, donated his personal library of valuable books to the school library, which up to this time had consisted mainly of a dictionary and a collection of the books printed and donated by denominational publishing houses.² Two other events took place during the 1904-1905 school year. Salisbury was ordained to the ministry of the church, and the name of the school was changed to Duncombe Hall Training College.³

¹H. R. Salisbury to A. G. Daniells, 1 November 1905, RG11 1905-S, GCAr.

²"Educational Meeting," MW 9 (1 March 1905):37.

³SDA Yearbook, 1905, p. 91; "Memorial Service for Prof. H. R. Salisbury," RH 93 (17 February 1916):15.

Early in 1905 Salisbury requested a furlough in order to study for himself, possibly in Germany. He had had no rest since arriving in England four years previous. Instead of being furloughed, the presidency of the South England Conference was added to his responsibilities. Possibly the extra load affected his control of the school somewhat, for in December 1905 the school had to dismiss its first students.¹ This was the first experience at the school of this kind of discipline. One of the disciplined students later became a responsible administrator in the world church. Other than this incident, the 1905-1906 school year proved a successful one. One of the students completing his college program in 1906 became the first foreign missionary of the school. Arthur A. Cascallen, a young man originally from Germany, had spent four years in England, two of them at the school. The British Union Conference sent him to the Kenya Colony to start work for the church along the shores of Lake Victoria.²

The Search for a Permanent Location

The growth of the program of the church throughout Britain placed an increasing pressure on its institutions and organizations. The office space at 451 Holloway Road became inadequate as a headquarters for the expanding church. The International Tract Society needed more space for its publishing operations. There was a

¹W. A. Spicer to H. R. Salisbury, 5 February 1905, RG21 LB40; H. R. Salisbury to A. G. Daniells, 1 November 1905, RG11 1905-S; E. E. Andross to A. G. Daniells, 8 December 1905, RG11 1905-A, GCAr.

²"Sixth Opening of Duncombe Hall College," MW 10 (26 September 1906):153. E. E. Andross to A. G. Daniells, 15 August 1906, RG 11 1906-A, GCAr; E. E. Andross, "Our Camp Meeting," MW 10 (29 August 1906):144.

growing demand for a sanitarium on the northern side of London. In addition, there were the teachings of the church regarding the rural locating of educational institutions. This concerned men like Salisbury. These pressures led the union administration to continue the search for a property large enough to contain the school, the publishing establishment, the headquarters office, and possibly even another health institution.

As mentioned above, the conference committee appointed a search committee in January 1902 to find a permanent site. This committee accomplished little for several reasons including the lack of funds, the absorption of the leaders' time and energy in an expanding church work, and, not least, the hesitancy of the General Conference officers. Both Daniells and Spicer at different times indicated that the school would better serve the church by staying in contact with the evangelistic work in the cities. The reasons they gave were (1) the great majority of the populace lived in the cities, so the students should learn how to relate to city dwellers;¹ (2) the majority of the students needed to earn their way through school by canvassing, and the markets were in the cities; conversely, the country people were poorer and less able to buy religious books; and (3) living on a country estate might encourage aristocratic attitudes among the faculty and students.² Despite these reasons, however, the General Conference administration was prepared to support the desire of the British administration for a better

¹W. A. Spicer to H. R. Salisbury, 5 February 1905, RG21 LB40, GCAr.

²W. A. Spicer, "A School in a Great City," RH 82 (4 May 1905): 20; W. A. Spicer to W. A. Altman, 4 November 1906, RG21 LB45, GCAr.

location, a desire based on the need for more space and for a chance to develop and expand. There was also the general counsel given by Ellen White that where possible Adventist schools should be located in the countryside. Church leaders did not forget to seek her specific counsel as to the propriety of moving out of London. A special delegation was appointed by the General Conference committee to confer with her regarding the moving of the British institution out of the city. This was in connection with a property being studied early in 1905. Ellen White had no particular message for the delegation other than "to use their judgement and go forward as the way opened."¹

Much time was spent in 1905 and 1906 searching for suitable properties. Properties were examined as far north as Birmingham in the English Midlands. The administration seriously considered purchasing a twenty-eight acre property near the little North London village of Mill Hill, less than ten miles from the office on Holloway Road. Negotiations were started in December 1905 when the church made an offer of £5,000. 0. 0. By February 1906 this deal had been forgotten in favor of a 1,500-acre country estate known as Little Aston Hall, approximately ten miles north of Birmingham. The estate consisted of undulating grassland with large numbers of cedar, birch, and oak trees scattered across it. There was a ten-acre lake set in the middle of a deer park in front of the main building. A stream flowed from the lake. The mansion had a large cultivated garden, pleasure gardens, and other items that made it a beautiful proposition. From this description the property appeared to be

¹See, for example, E. G. White, Fundamentals of Christian Education (Nashville TN: Southern Publishing Assn., 1923), p. 322; GC Min, 4 June 1905, p. 19; GC Min, 7 June 1905, p. 25.

uncannily similar to a property that was purchased twenty-five years later, not more than twenty miles away.¹ Serious negotiations for this site developed rapidly. The church finally offered to buy the house and 115 acres for £10,500. 0. 0. The negotiations broke down in May, partly because the owner who had returned from a trip to Australia to sign the documents, made too many restrictions on the purchase, and partly because it lay on the top of a coal deposit that was exploitable. Salisbury was disappointed about this because he had taken a liking to the property even though he realized that it was very far from London.²

Soon after school closed in May 1906, Salisbury left for the United States to attend an educational convention. While there, the General Conference committee voted to request him to take the post of secretary of the Education Department in Washington, D.C. It even voted for Salisbury's replacement at Duncombe Hall Training College.³

Salisbury did not go back to North America at that time because the European Conference Committee requested him to stay by during the period of impending move for the school. The experience must have left him with a sense of urgency; he seemed more determined than ever to find a suitable site. In August a ninety-four acre property was considered north of St. Albans in Hertfordshire,

¹E. E. Andross to A. G. Daniells, 7 February 1906, RG11 1906-A, GCAR. See p. 192 below for a description of Newbold Revel near Rugby.

²E. E. Andross to A. G. Daniells, 28 February 1906, RG11 1906-A; H. R. Salisbury to A. G. Daniells, 23 May 1906, RG11 1906-S, GCAR.

³H. R. Salisbury to A. G. Daniells, 23 May 1906, RG11 1906-S, GCAR; GC Min, 4 July 1906, p. 153.

but it did not seem satisfactory to the committee.¹

Then came the breakthrough. The search committee had given themselves two more weeks to search, after which they would purchase the St. Albans land. On Tuesday, August 14, 1906, Salisbury went alone by train to Watford. He had decided that he would concentrate on the Watford area, so he went to see an estate agent (realtor) in the town. The agent, Messrs. Sedgwick, Son and Weall, gave him a brochure describing the only place they had that fitted his needs.² Salisbury described his findings in two letters to Daniells. In the first he wrote: "I found the place on Tuesday, near Watofrd, [sic] a city of forty thousand, fifteen miles north of London, on the London and North Western Railroad."³ Salisbury continued by describing the negotiations that were begun for the purchase, including possible objections that could be raised. One month later he wrote a second letter to Daniells and Spicer in which he added more details including the following:

Brother Spicer will remember that I said, the day when all the committee started for a final fortnight's search, that I was going to keep near Watford, because it was near London with excellent train service (55 each way daily) and was an exceedingly healthy part, and very beautiful all about. . . . I went direct to the property, and in half an hour after I reached Watford I had found the place which I thought would suit us better than any we had seen, and returned at once to London.⁴

¹General Conference in Europe Minutes, 7 August 1906, p. 167.

²E. E. Andross to A. G. Daniells, 15 August 1906, RG11 1906-A; H. R. Salisbury to A. G. Daniells, 18 September 1906, RG11 1906-S, GCAr; "The Stanboroughs," 1906, a sales promotion brochure, AUHR. See appendix A, pp. 406-412.

³H. R. Salisbury to A. G. Daniells, 17 August 1906, RG11 1906-S, GCAr.

⁴H. R. Salisbury to A. G. Daniels, 18 September 1906, RG11 1906-S, GCAr.

The next day he took the full union committee, together with Conradi, the European leader, to see the place. They were all satisfied and authorized immediate negotiations. These took just over a month. On September 18, 1906, Salisbury wrote to Daniells: "Yesterday I wrote my name across a stamp of the agreement that at last made us the possessors of a piece of property for our institutions."¹ Salisbury had purchased fifty-five acres of first-rate land for £8,250. 0. 0. Although he had searched as the school principal, he had signed as the union vice president since he had been appointed to this position, in addition to the school job, in August.² It is possible that this was an attempt to keep him in England, but it was more likely a token of the deep respect that the British had for him.

The first six years of the existence of the school proved to be one long success story. Except for the resignation of Waggoner and the dismissal of the three students in 1903, the available evidence, whether personal correspondence or published text, indicate continuous growth and stability. One example of the frequent expressions of satisfaction is found in the report on the annual meeting of the British Union Conference, August 3 to 12, 1906, in Bowes Park, North London. It reads as follows:

Elder Andross, who was in the chair, voiced our thankfulness for what had been accomplished by the training college in the last five years. Nearly all who have gone through the school have entered some department of the cause. No mental training alone can make workers in Christ's cause. The Master Teacher only can do this; the wonderful growth of the work in this Union Conference during the last four years has been contributed to by the new recruits whom

¹Ibid.

²E. E. Andross to A. G. Daniells, 15 August 1906, RG11 1906-A, GCAr.

the College has trained and sent into the field.¹

The session then adopted the following resolution:

We, as delegates of the British Union Conference, express our heartfelt gratitude to God for his marked blessing bestowed upon our educational institution, the Duncombe Hall College, and that we further express our determination to continue unitedly working for its success as a missionary training school.²

The Departure of Salisbury

The 1906-1907 school year was Salisbury's last one at Duncombe Hall Training College. The year was taken up mainly with plans and preparation for moving. Enrollment continued to increase. Alfred Bacon, the British Union Conference secretary treasurer, had served as the business manager of the school for the past two years. There was also an increase in the teaching staff with the addition of Mrs. H. H. Brooks, the wife of one of the students, as the sixth teacher. School closed on May 24, 1907. For the first time a form of graduation service took place with Lacey giving a "baccalaureate" address for the five graduates.³

The annual council of the General Conference voted in October 1906 to send the Salisburys to the Middle East, which the church called the Levant field. Because this was the third time that he had been requested to work elsewhere, he felt impelled to accept. Both he and his wife started immediately to learn Arabic while they continued with their other duties. Salisbury then began to worry about

¹W. A. Spicer, "Education Day," MW 10 (29 August 1906):132. This is part of a report of the annual meeting. See E. E. Andross, "The British Union Conference," RH 83 (20 September 1906):18.

²W. A. Spicer, MW 10 (29 August 1906):133.

³"Duncombe Hall College," MW 11 (5 June 1907):114.

his successor. Despite the previous suggestion made by the General Conference leadership, he proposed to the British Union Conference administration that Lacey take his place. He felt that Lacey was well liked by the students and had become well acquainted with the field and with the affairs of the school.¹ The administration took his advice, and in March 1907 appointed Lacey as principal, at the same time appointing William H. Wakeham as the new Bible teacher.² In the ultimate, Salisbury did not go to the Middle East. At the end of May, after school closed, following all the farewells, the Salisburys left England for their new post via the Continent where they attended the Annual Council of the General Conference which was being held in Switzerland.³ While there they were requested to return to North America where Salisbury was offered the presidency of the new foreign mission seminary being started in Washington, D.C.⁴

In 1902, Salisbury had chosen as the motto for the school, the Scriptural expression, "Let us go on unto perfection" (Hebrews 6:1).⁵ He lived and worked by these words. Probably the best word to describe his attitude to life was "perfectionism." Although he

¹W. A. Spicer to H. R. Salisbury, 16 October 1906, RG21 LB44; H. R. Salisbury to A. G. Daniells, 21 November 1906, RG11 1906-S, GCAr.

²E. E. Andross to A. G. Daniells, 6 March 1907, RG11 1907-A, GCAr.

³"Memorial Service for Prof. H. R. Salisbury," RH 93 (17 February 1916):15.

⁴Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia, rev. ed. (1976), s.v. "Salisbury, Homer Russell."

⁵Col Cal, 1902-1903, p. 1.

was not an idealist, he strove for the best in his own work and in the work of his students. His constant concern was that the students reach a high level of achievement. The steady progress of the school during the six years of his leadership bore this out. He worked hard, stayed loyally by the program, was optimistic, and steered the school as far away as possible from the theological and other problems that afflicted the British church from time to time. His low-key, conservative approach pleased his British constituents and they supported him fully as he developed the school. He was British in his love of tradition and his fondness for organization. Examples of these were seen in the various programs of the school. The opening of school always included the singing of the hymn "Onward Christian Soldiers." The closing events always included a picnic in Epping Forest.

There is no doubt that Salisbury was largely responsible for the successful launching of Duncombe Hall Training College, soon to change its venue and its name once again. It would change several times after that before it came to where it is at present. Newbold College traces its beginning back to Duncombe Hall, and officially regards the Birmingham Conference of 1900 and the vote taken there as the key event in this beginning,¹ hence the use of the 1901 date in the seal and crest of the modern college. Salisbury went on to other accomplishments, first at the Washington school, then as

¹The Birmingham Conference set the opening date for the fall of 1901, but when it was apparent that this date could not be met the Wanstead Conference of 1901 decided to postpone the opening to early 1902. See pp.26 and 30 for a discussion of these conferences. It is arguable as to which date should be taken as the correct one, as the actual opening took place on January 6, 1902, whereas it was conceived as a school in 1901.

education secretary for the world church. In 1913 the Salisburys responded to the call of the mission field again, accepting responsibility as director of the Adventist church in India. Two years later, on December 30, 1915, Homer Salisbury drowned when the ship carrying him back to India from an official appointment was torpedoed and sunk in the Mediterranean. His deeds have been memorialized at Newbold College where the main building bears his name.

Summary

This historical chapter has been written mainly to describe the beginnings of the British college. It has traced these beginnings beyond those previously considered "official" to the preliminary events of 1887 and 1888. In the Bible training schools of Haskell it has recognized the miniature form, or the embryo, of the college that was eventually established between 1902 and 1907. In considering the time span of 1902-1907 to be the most critical period in the history of the college, this chapter has studied the establishment of the college as a basic administrative issue and has endeavored to describe the efforts of those with administrative responsibilities in and for the college as they wrestled with the task of launching a successful and effective institution.

The context within which the college was established has been studied because it was the environment, secular and ecclesiastical, that influenced the form of the institution that eventuated from the dreams, plans, and problem solving which took place. If one personality is to be isolated and paid respect for his contribution to the successful launching of the school, it is Homer R. Salisbury. Consequently, a longer biographical sketch has been given of his

life than will be given to any subsequent administrator of the college.

Location of the school was also of vital importance and was the most unsettling of the administrative problems faced by Salisbury. His constant efforts to discover the right place for the school played a large part in the survival of the college. The problem of location became an ever larger and more difficult issue to administer as the years passed. Although chapter 2 deals with the issue as a whole, traces of it appear in every chapter of this study. It is to that issue that this study now addresses itself.

CHAPTER II

THE LOCATIONS OF THE COLLEGE

Introduction

This chapter discusses location as the key issue in the establishment, growth, and expansion of Newbold College. Location is a crucial factor, as it involves the relationship of the facilities to the academic and social aspects of the institution. This chapter endeavors to demonstrate the connection between the selection of locations and the struggle to expand and improve the academic level and quality of the college. It points out the necessity for careful and far-sighted facility planning by qualified administrators, if the problems experienced by the British college are to be avoided or, at least, minimized in the future.

In studying the factor of location, this discussion recognizes that of the seven sites occupied by the college, five were of major significance and deserve detailed study. The first of the five was the initial location in Duncombe Hall, Duncombe Road, off Hornsey Road, North London. The significance of this location lay not so much in the facilities and the site as in the historic, philosophical, and sentimental significance of being the first location. This location was fully discussed in chapter I since it was closely related to the founding of the college. Two minor moves discussed at the same time were part of the initial attempts of the college to survive.

The second, third, and fifth locations were chosen as a result of educational philosophy and developmental planning. Their influence upon the development of the college at the time of each relocation and upon the overall growth of the college is the topic of concern here. As to the three major changes, the first was the move to Stanborough Park, the second was the move from the Park to Newbold Revel, and the third was the post-World War II relocation at Binfield, the present site of the college. In order to follow the analysis through to its conclusion, it is necessary in the case of the third move (to the fifth location), to take the reader beyond the time frame outlined in the next section of this chapter. While this may at first glance appear awkward, it is believed essential to study the move to Binfield together with the others to gain a full understanding of the impact made by constant relation on the development of the college. The fourth location was the result of the artificial conditions created by World War II and was intended as only a temporary stay. This location together with the other effects of the war are considered in chapter 4.

It is essential, first, to outline the administration of the college in the period between the second and third locations, that is, between 1907 and 1930. This is done for several reasons; (1) it is part of the historical narrative that ties the study together and as such continues the narrative from the first chapter; (2) it provides the background for the description of one personality whose administrative skills, had they been employed to the full, may have hastened the development of the college to an advanced level and at the same time reduced the number of relocations; and (3) it provides

the opportunity to discuss the administrations of the eight principals who administered the college between 1907 and 1930.¹

Preview of the period between 1907 and 1930

The great nineteenth century educational issues within the British nation--the place of education in local government, the question of voluntary schools, the source and control of finance, and the relationship between elementary and secondary education--had been more or less effectively handled by the Balfour Act of 1902. They were replaced during the next forty years by such problems as the liberalization of the elementary-school system, the building of a viable secondary-school system, and the development of a process for moving from one system to the other. The effective attacks on these problems made possible the successful implementation of the 1944 Education Act. These were the problems on the elementary and secondary levels that were being tackled when Stanborough College was being established, developed, and twice relocated.²

¹This refers to Glen R. Wakeham whose grasp of the requirements for development does not seem to have been rivalled by any of his fellow administrators.

²Baron states that during the 1920s and the 1930s there developed considerable pressure for secondary as well as elementary education to be free. It was argued that not only should boys and girls of ability be assured of an appropriate schooling irrespective of parental means, but also that all children should remain at school during their formative years and receive an education in keeping with their various aptitudes. It followed that the old division between an elementary education for the working-class population and secondary education for fee-paying or scholarship pupils could no longer be tolerated. He continues by indicating that it would take the war experience to break down final resistance to the idea that education was an agency for social change. G. Baron, Society, Schools and Progress in England (Oxford, England: Pergamon Press, 1965), p. 54.

It is interesting to note that neither the 1902 nor the 1944 Education Act legislated on or even referred to higher education. They were basically concerned with the universalization of primary and secondary education. As is easily seen, this lack of legislation left the institutions of higher learning open to the pressures of the expansion that was taking place on the lower levels. It was only in the second half of the twentieth century that the British government tackled the problem of tertiary expansion, with commissions such as the Committee on Higher Education chaired by Lord Robbins, which produced the Robbins Report in 1964. This does not mean that there was no development in higher education. At about the time Stanborough College was established, a clutch of provincial universities emerged-- Leeds, Birmingham, Liverpool, Sheffield, Bristol, and, a little later, Reading University. After World War II another group were upgraded from university colleges dependent on London University to full independence.

This "dependence" status is of interest to the history of the British Adventist college. London University was founded as a college in 1826. Competition from a fellow institution founded in the city a little later led to a utilitarian-type decision that a separate institution would be established in London whose tasks it would be to examine and to confer degrees. Thus, when the University of London received its charter in 1858, it was for these two purposes. That university set the standard of quality, not only for British universities, but also for numerous tertiary institutions around the world. It was this tradition of external examinations that Murdoch drew on in the 1930s in an attempt to provide recognition for students

completing courses at Newbold Missionary College, and which, after World War II, the college administrators considered in effecting an upgrading of the college to a publicly recognized form of senior status.¹

The Seventh-day Adventist church took possession of the "Cantrell" property in December 1906 and opened the college doors in October 1907, under the administration of Herbert Camden Lacey, a teacher at the school. The school had to temporize for the first three years while other denominational institutions were established. In 1910 a new block was built for the college and this was occupied at the beginning of the 1910-1911 school year. Two years later, a sanitarium was opened in the original "Stanboroughs" mansion which had been extended by the addition of a third floor and two wings. This meant that four organizations were then operating on Stanborough Park--the other three being the college, a press, and a food factory.

In 1913 William T. Bartlett replaced Lacey at the college. He administered the college for two years, returning in 1915 to the editorship of the Present Truth, the missionary journal of the British church. He was replaced by Glen Rea Wakeham who led the school through the years of World War I until 1921. During Wakeham's administration a number of organizational and administrative changes were made which demonstrated his considerable abilities and foresight. It is possible that had he continued beyond 1921, the school would have evolved much more rapidly to the level of a senior college. Until his departure the college had been administered continuously from its beginning by those who had come to the school as teachers and had

¹Ibid., pp. 24, 155-161.

developed with it. This had a positive effect on the success with which the school established itself and fulfilled the task of training ministers and other church workers.

Two notable facility extensions took place during Wakeham's administration. In 1919 the farm was extended by the purchase of a 163-acre estate. This, in effect, made the farm the fifth institution to operate on the "Park" (as the Stanborough Park estate has been affectionately called through the years). The new estate also helped to relieve the congestion in the college building because of the large residence made available by the purchase of the property. In 1920, however, the college building itself was extended to provide still more accommodation.

This second expansion made available an army hut purchased to relieve congestion in 1918, and this was used for the establishment of an elementary school operated separately from the college but under its general supervision. This school was a success from the start and has operated on the Park since that time. As of 1983 it is still serving the children of the local Adventist church and community. From it developed the Stanborough Secondary School in 1940; this expanded into the old college building soon after World War II ended. (The primary school has been housed in an attractive modern facility since 1974.)

The administration of Stanborough College seemed to have a temporary nature during the decade of the 1920s. As a temporary measure the British Union Conference committee appointed Frederick A. Spearing, a minister who had no educational experience, to replace Wakeham. He resigned the following year, and Herbert C. Lacey, who

had been recalled to teach Bible, took over for a few months. Although he had hoped to stay longer, family and personal problems forced him to resign in 1923 after less than one year of leadership. The committee then asked George W. Baird, headmaster of the secondary department and the teacher with the longest service record at the time to serve as principal. He remained until 1927 and stayed the longest of any principal in the decade. One wonders why he was not appointed to follow Wakeham in 1921. It is likewise hard to discover why he resigned in 1927 in favor of George McCready Price, who was knowingly appointed principal for only one year and who had few ambitions and little talent for administration, enormous as his other capabilities may have been.

Despite the constant change of principalship, the college continued to grow in enrollment and in its service to the church. It was during these years that the enrollment passed the two hundred mark for the first time. It was the only time that figure was reached until 1964 when academic development had diversified to such an extent that the college could not survive with an enrollment of less than two hundred.

Hope of administrative stability rose in 1928 with the appointment and arrival of Lynn H. Wood, fresh from a five-year period of administrative experience at Avondale College in Australia. With his arrival, plans were prepared for the first time since Wakeham's departure for renewed development of the college. At the same time, the Northern European Division, the newly formed administrative and organizational unit for the region that included the British Isles, became interested in developing Stanborough College to the level of

a senior school. Unfortunately for the British school, the board of the oldest Adventist educational institution in North America, Emmanuel Missionary College, requested Wood to be its president, and he resigned from Stanborough College in 1930.

Upon his departure, the British Union Conference turned to one of its own young men who had been studying for a Bachelor of Arts degree at the above-mentioned American college, the Scotsman, William G. C. Murdoch. At the same time the British Union Conference sold the Kingswood estate purchased in 1919 and was preparing to move the college to its own campus. By 1931, in addition to the college as an academic institution, the Park accommodated the primary school, a farm, laundry, boot repair industry, and carpentry shop, all of which were to some degree linked to the college. Then there were the independent organizations, which, along with the headquarters of the British Union Conference, made a grand total of nine units. (See page 66]. The level of cooperation required in this kind of community made the administration of an individual unit difficult, especially one such as the college which was attempting to develop towards its own specific objective.

The solution seemed to be leaving the Park and locating on an independent campus. If conditions had allowed, it would have been the correct solution, because lack of space in every area of administration had restricted development. Land and facilities were needed to allow for growth. There was also a need for spatial thinking in the areas of instructional programs, manual labor opportunities, the development of social and spiritual opportunities for faculty and students--all were being stifled by the Park existence.

Then there was the need for a supportive policy of financial management that would encourage growth into the space provided.

The decade of the 1930s, however, demonstrates that all the needs were not filled, partly due to insufficient financial backing and a lack of careful long-term planning, but due as much to the difficult social, economic, and political problems in the world around the college. The opportunity missed in the 1920s would return only after further relocation and the upheaval of another global conflict.¹

Locating at Stanborough Park The Quest for Permanency

A fifty-five acre estate seemed expansive and permanent enough to an administration that had spent almost six years operating a school in single halls or domestic residences on a crowded London street with no other space than that bounded by the four walls of inadequate buildings. The move to Watford had not been planned at short notice or in haste despite the poor conditions of the London premises. Both the church and school leaders had realized in 1902 that the renting of the facilities in Hornsey Road and Holloway Road was only a temporary measure. They had started searching for a home for the college almost immediately after it was opened.

In their planning and quest for a location they were governed by certain delimiting factors which they followed closely. These factors were in effect a set of objectives or a primitive form of what

¹See chapter 3, pp. 189-200 for an outline of the period between 1931 and 1941; chapter 4 for a discussion of the war years; and chapter 5, pp. 299-313 for an outline of the period between 1946 and 1980.

in modern times would be called a master plan. First, Adventist educational philosophy called for a rural location where the youth could be protected from the ideologies of the densely populated urban areas which at the turn of the century were still a new and "dangerous" phenomenon. Second, the school needed space to develop its facilities and to provide opportunities for manual and industrial training. A third factor, unique to the British college, was that the church, because of its limitations of size and means, was forced to search for a location that would accommodate more than only the school. The press had long outgrown its quarters, the British Union Conference office was operating in cramped accommodations, and an interest in establishing a health institution north of the metropolis had developed. In addition, the health food factory that had been operating in Birmingham since 1900 needed better facilities and more administrative attention. It seemed wise at the time to find one property large enough to accommodate all of these organizations and thus solve many problems at once. It was this kind of property that Salisbury sought that Tuesday in August 1906, when he took the train to Watford and located the fifty-five acre Cottrell property.

The "Stanboroughs" Property

The negotiations that Salisbury and the search committee undertook in August 1906 were rapidly finalized, and the church took possession of its new property on December 27, 1906. On the same day, probably by coincidence, the Review and Herald, the Adventist world journal, carried an almost full-page article on the new acquisition, including the first published photograph of "The Stanboroughs,"¹ The

¹E. E. Andross, "President's Address," MW 11 (28 August 1907):

vendors (the Cottrells) stood by the financial agreement made earlier with Salisbury, and the final cost to the church, including solicitors' and agents' fees, was £8,358.15. 0. For their money the church acquired 54 acres, 1 rod, 32 poles of good farm land and a medium-size mansion with its garden and outbuildings.¹ The church named the newly purchased estate "Stanborough Park," adapted from the name of the mansion on the estate.²

The property had been a country estate and had been used mainly for pleasure. It had a park-like appearance with large cedars, wellingtonia, and other trees scattered across the grassland which rose gently from east to west. Cattle and sheep kept the grass grazed short enough to give it a lawn-like appearance. A spring of water was on the property, and a watermain, which could be tapped, ran along the eastern boundary.³ It was surrounded by other country estates and had woodlands running along the southern and western boundaries. The St. Albans road along the eastern boundary gave the estate access from Watford, one and three-quarter miles away; London, some fifteen miles further south; and the ancient abbey town of St. Albans, six miles to the northeast. Watford was a mainline station for the London and North Western Railway with numerous trains to

140; G. B. Thompson, "Notes from England," RH 83 (27 December 1906): 17.

¹D. S. Porter, A Century of Adventism (1974), p. 13. This was a specially prepared centennial issue of Messenger. W. C. Sisley, "Our Finances," MW 11 (20 November 1907):172. See chapter 1, p. 56 for the details of the financial agreement. See p. 248 for a map of the property. See also appendix A, pp. 406-412.

²E. E. Andross wrote to the editor announcing the name of the estate. See RH 84 (2 May 1907):24.

³A. G. Daniells, "The British School," RH 84 (24 January 1907):7.

London and the North every day. It also became the terminus for the Metropolitan electric line, part of the underground system of London. No public transportation existed from the station to the Park, so students and staff walked or rode bicycles to and from town.

The mansion was assigned to the school. It was a forty-five year old, two-storey brick building with a slate roof. It contained a total of twenty rooms not including the cellar and the outhouses. The larger rooms on the first (ground) floor were used for instruction, assembly, and dining purposes.¹ The upper floor became the residence hall for women students (the men were accommodated in temporary housing). An estimated thirty-five to forty women were accommodated on that floor. The mansion was situated halfway up the property fairly close to the northern boundary, which followed a side road known as Sheepcote Lane, off St. Albans Road. The altitude of the site was about three hundred feet above sea level, and from the upper floor of the building there was a beautiful view across miles of rolling farm land. It was said that on a clear day one could clearly distinguish Hampstead Heath, a section northeast of London some sixteen miles away.²

To augment accommodation facilities, a smaller residence on Sheepcote Lane was purchased for £800. 0. 0. Magrath Villa had

¹ H. R. Salisbury to A. G. Daniells and W. A. Spicer, 18 September 1906, p. 2, RG11 1906-S, GCAr; E. E. Andross, "United Action," MW 11 (3 July 1907):113; H. Camden Lacey, "Our Missionary College," MW 11 (20 November 1907):178.

² A description of the location of the property to its environment is found in Col Cal, 1907-1908, pp. 7, 8; E. E. Andross, "Stanborough Park," MW 11 (22 May 1907):90, 91. See p. 249 for the plot plan of Stanborough Park.

apparently been built on the Cottrell property but did not belong to them. Its name was changed to Sheepcote Villa and it was used for housing men students.¹ It is the only original building still existing and still in use in 1983. Soon after the purchase of the property, construction was started on a printing plant, followed almost immediately by a health food factory.² These were built side by side in the southwestern section of the property about seven hundred feet from the mansion. Part of the printing factory had three floors, the third being a long attic or loft eighty-five feet long and fourteen feet wide. Ultimately it was to be used for storage of archival materials, tracts, etc., but in order to assist the school with its accommodation problem, the International Tract Society permitted the attic to be divided into cubicles providing sleeping space for seventeen men students.³

Financing the Purchase

A discussion of the finances involved with the acquisition is essential, even though it includes the other two institutions being established on the Park, because the acquisition necessitated the

¹See p. 249 for the extended plot plan of Stanborough Park. The double house was purchased with a gift of £800. 0. 0 and adapted for use as a men's residence because of overcrowding in the factory lofts. W. C. Sisley, "Our Finances," MW 11 (20 November 1907):172. For the reference to Sheepcote Villa see Col Cal, 1908-1909, p. 13; and W. Carey to D. C. Beardsell, 23 November 1982, Personal File.

²"Stanborough Park," MW 11 (22 May 1907):90; E. E. Andross, "Progress at Watford," MW 11 (5 June 1907):106.

³W. T. Bartlett, "The Printing House," MW 11 (20 November 1907):176. This attic became the archival storage room for the Stanborough Press including much material that would have been valuable for this study. Unfortunately, the building housing this attic was destroyed by fire in January 1964.

investment of the building fund of the school so carefully protected since its beginning.¹ The British Union Conference made repeated requests to the General Conference for financial help in relocating its institutions. In response the General Conference set up an appeal fund of \$150,000 which included \$10,000 for the British school. This was to come from appeals to the North American churches with a stipulation by the General Conference committee that the first \$50,000 go to the new work in the southern part of North America. The rest of the funds would be paid out proportionately to various applicants, of which the British Union Conference was but one, as the funds came in.² By November 1907, when a report was made at the time of the dedication of the Park, only \$5,000 or £1,023.10. 0 had been received from the General Conference.³

In comparison with the amount received from the General Conference, the educational building fund of the school that was taken to help pay for the purchase and initial developments came to £1,089.10.2½--or some \$300 more than the amount from overseas. By far the largest input came from the publishing organization with £5,000. 0. 0 or close to \$25,000. William C. Sisley's report to the dedicatory convention indicated an income by donations of £8,035. 7.11½ and an expenditure for purchase and development of £14,761.19. 2, or a shortfall in cash of just over £6,700. 0. 0. It was hoped that this would be cleared by receipt of the balance of the amount promised

¹For reference to this fund, see p. 28 above.

²BUC Min, 6 February 1906, p. 2: GC Min, 15 April 1906, p. 137; 1 October 1906, p. 187.

³W. C. Sisley, "Our Finances," MW 11 (20 November 1907):172, 173.

by the General Conference, the sale of the books--Christ's Object Lessons and Ministry of Healing, and the fulfillment of pledges made by church members.¹

When this deficit was paid off, the first phase of the relocation process was completed. The second phase was the provision of a home for the school. As Lacey told those Adventists attending the dedication service:

The beautiful residence which was already on the estate forms indeed an ideal home for the young women, but it serves only very inadequately the varied needs of chapel exercises and class recitation. And the long attic in the Printing Office, which we have fitted up as comfortably as we can for the accommodation of the young men, is after all but a poor substitute for the home that we should provide for them at the earliest possible moment. So that, while it is a pleasure to say that . . . a good spirit prevails on every hand, and that the students and teachers are cheerfully adapting themselves to the circumstances as they find them, still we must not forget that our building work is as yet but two-thirds done, the Printing Office and the Health Food Factory are indeed erected but not yet the College; nor must we cease from our efforts until we shall have placed our educational institution on the same auspicious footing for the successful accomplishment of its work as is now enjoyed by her sister institutions at Stanborough Park.²

This home was provided three years later. In the meantime the school began the process of establishing itself in its new environment under its new leadership. It was an environment as beautiful as could be found anywhere. George B. Thompson, General Conference vice-president, when he saw it in November 1906 commented, "It must be the Lord has had this in preparation for us for the last thousand years."³ It

¹Ibid.

²H. Camden Lacey, "Our Missionary College," MW 11 (20 November 1907):178, 179.

³G. B. Thompson quoted in E. E. Andross, "The Watford Property," MW 10 (5 December 1906):195.

was the task of the new leadership to capitalize on this environment.

Personalities Involved in the
Location at Stanborough Park

Besides Salisbury there were a number of personalities directly involved in the negotiations, purchase, and occupation of the new property. One who had been associated with him in the search for a permanent location from the start was William Conqueror Sisley, a former Englishman who returned to England in 1901 to work for the British Adventist Church as the manager of the International Tract Society. He became an invaluable asset to the church in Britain and on the Continent where his advice and counsel was sought on committees and commissions. He was a talented architect and facility planner and worked closely with Salisbury in preparing for the transfer of the Adventist organizations out of London. When the church took possession of the property, he was responsible for designing and building the new press, and he followed that by designing and supervising the construction of the new college.¹ He was the first treasurer of the Seventh-day Adventist Union Limited, the new

¹Sisley was born in Kent, England, in 1850, the third of seven children. He moved with his mother to Michigan when he was thirteen years of age. The family accepted Seventh-day Adventist teachings while still in England through reading Adventist literature sent to them by their eldest son who had migrated earlier to Michigan. William joined the Adventist church at twenty-one years of age, becoming an employee of the church soon after. Before this he had served as an apprentice to an architectural firm, receiving a training which he used to the benefit of the church throughout his working life. He married in 1875, and in 1894 became the manager of the Review and Herald Publishing Association. In 1901 he returned to England as manager of the International Tract Society. He remained in England until 1918 when he retired at sixty-eight years of age. Sisley died in 1932. R. G. Thurber, "Obituaries: W. C. Sisley," RH 109 (3 November 1932):22; "Obituary: William Conqueror Sisley," MW 37 (21 October 1932):6, 7. Ms. M. E. White, Berrien Springs, gave a number of details regarding his earlier life.

corporation of the church which was formed to hold the Stanborough Park property and others that would follow.¹

Herbert Camden Lacey, another former Englishman who followed Salisbury as principal of the college, had come back to teach at Duncombe Hall Missionary College in 1904 in response to Daniells' plea for his services. He taught Bible, church history, and New Testament Greek for three years.²

Lacey was thirty-six years of age when he accepted the leadership of Stanborough Park Missionary College in 1907. He had already gained considerable experience in various fields, having worked as a pastor, evangelist, secretary, teacher, and principal for the Adventist church. He was fluent in the ancient languages of Latin and Greek and was well acquainted with the secular educational scene. This gave him a sense of worldly wisdom, delighting his students but sometimes confounding his peers.³ He was a large-framed man with a powerful preaching voice, which added to his presence and command of the situation.⁴

¹E. E. Andross, "The Watford Property," MW 10 (5 December 1906):195.

²Col Cal, 1905-1906, p. 5.

³D. C. Beardsell interview with William G. C. Murdoch, Andrews University, Berrien Springs, Michigan, 4 April 1982; E. B. Haynes to D. C. Beardsell, 24 November 1982, Personal File.

⁴Lacey was born in Leicester, England, on November 15, 1871. His parents were members of the Church of England; his father was a retired civil servant. Lacey attended Wyggeston Boys' Grammar School in Leicester, a preparatory school of the "Public School" tradition, where by seven years of age he was learning Latin, and by nine New Testament Greek. The family migrated to Tasmania in 1882 or 1883 where he attended Christ's College, a high school linked to Oxford University. In 1887 he and the other members of his family joined the Seventh-day Adventist Church after attending meetings in

Two newcomers joined the faculty in 1907. William H. Wakeham, an American missionary to Egypt, had left Egypt in 1906 to seek medical assistance for his wife. Unfortunately, she died en route and was buried at sea in the Bay of Biscay. Wakeham remained in England and was appointed Bible teacher in 1907 in Lacey's place. He taught in the school and carried administrative responsibilities in the local conference until 1913, when he was called to Michigan to be the head of the Bible Department at Emmanuel Missionary College.¹

Wakeham's son, Glen, had been studying and teaching in Germany while the family was in Egypt. He was a skillful musician with a beautiful singing voice. Lacey used him to teach music in 1907. He was employed on a full-time basis from 1908 onwards as preceptor (men's dean) and teacher of science, mathematics, and music.² Glen Wakeham remained at the school for the next thirteen years. In 1915 he became the fourth principal of the institution. He was the last principal to make a substantial contribution to the development of the

Hobart, Tasmania. In 1889 Lacey left to attend Healdsburg College in California, moving later to Battle Creek College, where he completed his college work in 1895. He married Lilian Yarnell in August of that year, and they returned to Australia to work for the Adventist church as an evangelist and a teacher in the new school. He was ordained in 1896. He returned to Healdsburg College in 1902 as a teacher of Bible and Greek, from where he was recruited by Daniells for the British College, arriving in England in the summer of 1904. See H. C. Lacey to A. W. Spaulding, 2 April 1947, EGWRC-AU; Herbert Camden Lacey Sustentation Fund Application, 31 August 1945, GCAR. This document in Lacey's own handwriting records his professional career and responsibilities.

¹R. Sisson to D. C. Beardsell, 3 May 1983, Personal File; E. E. Andross to A. G. Daniells, 6 March 1907, RG11 1907-A, GCAR; "Obituary--William H. Wakeham," RH 124 (30 January 1947):20.

²R. Sisson to D. C. Beardsell, 1983, Personal File; Frederick Griggs, "A Visit to Our European Schools," RH 84 (4 July 1907):29; Col Cal, 1908-1909, p. 5.

college on a long-term basis until the arrival of W. G. C. Murdoch in 1930.¹

Although not working directly for the college, there were two other persons whose interest and cooperation were essential for the success of the Stanborough Park project. The first was Ole A. Olsen, the president of the British Union Conference from 1901 to 1905. He was a well-known Adventist administrator having been the General Conference president from 1888 to 1897. While in that position he had been instrumental in the introduction of the union conference organization into the church by encouraging the Australian church to organize the first union conference. This gave him the experience he needed when organizing the British church into a union conference in 1902. From his arrival in Britain he had strongly supported the opening of a college in London and, subsequently, its permanent

¹The intervening principals were F. A. Spearing, G. W. Baird, G. McCready Price, C. W. Irwin (acting), and L. H. Wood. Glen R. Wakeham was born in Iowa in 1885, the eldest of William H. Wakeham's seven children. He grew up in Battle Creek, Michigan, travelling to Egypt when his parents were sent as missionaries to the Middle East in 1903. During this time he studied music in Germany, earning a Bachelor of Arts degree at the University of Leipzig, possibly boarding with his aunt, Lois Wakeham Conradi, the wife of the Adventist leader in Europe, Louis C. Conradi. He taught for two years at Friedensau Adventist Seminary before moving to England to join his family in 1907. He was principal of Stanborough Park Missionary College from 1915 to 1921. During his stay at Stanborough Park he earned a Bachelor of Science degree in chemistry from London University. In 1921 he returned to North America because of his wife's health and a citizenship problem. From 1922 to 1950, he was associate professor of chemistry at the University of Colorado, earning a Doctor of Philosophy degree in chemistry at London University, England, and a Doctor of Philosophy degree in biochemistry at the University of Colorado. He also taught in the University of Colorado school of music. He was a member of several honorary societies and acted as a chemist for several organizations. He died in 1955. SDA Yearbook, 1906, p. 93; 1907, p. 111; Long Beach Press--Telegram, 21 January 1955: "Obituaries: Wakeham," RH 124 (30 January 1947): 20; "Mrs. L. R. Conradi," RH 105 (26 April 1928):22.

location in a rural area.¹ His successor, Elmer E. Andross, was the second person whose active interest assured the success of the college at Stanborough Park. He had come to Britain from North America in 1899 as a minister and evangelist. In 1902, when the British Adventist Church was reorganized, he was elected the North England Conference president. In 1905, when Olsen left for Australia, Andross was elected the union conference president and served in that capacity until 1908.²

Expansion of Facilities

The opening of the college was only slightly delayed because of the change of location. It opened on October 2, 1907, with fifty-six students, a number which could have been trebled had there been room for them. Although room for another twenty was made as the year progressed, the administration recognized that they would have to plan immediately for permanent facilities that would provide for a much larger resident enrollment.³ As it was, the college administration had to allow men students to board in the community, a situation it had hoped to avoid by moving out of London. The pressure continued unabated the next year when the college had eighty-two students for most of the year.⁴

¹Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia. rev. ed. (1976), s.v. "Olsen, Ole Andres."

²Ibid. E. E. Andross to A. G. Daniells, 8 December 1905, RG 11 1905-A, GCAr.

³H. Camden Lacey, "Stanborough Park Missionary College," MW 11 (17 July 1907):128; E. E. Andross, "British Union Conference," RH 84 (31 October 1907):17; E. E. Andross to A. G. Daniells, 17 October 1907, RG11 1907-A, GCAr. Restriction of space was the major problem at each location.

⁴"Accommodation for Young Men," Col Cal, 1907-1908, p. 14;

In August 1908, Andross resigned the union presidency and William J. Fitzgerald from the Columbia Union of North America was elected.¹ Early in that year the British Union Conference committee put in a request for \$10,000 (£2,000. 0. 0) from the General Conference towards a new building; at the same meeting it voted to ask the church members to raise an equivalent amount. Specific plans for a new building were immediately prepared. The estimated cost was £6,000. 0. 0 and it would provide instructional space for 150 students.² Construction was to start in January 1909, if £1,500. 0. 0 of the £2,000. 0. 0 voted at the earlier meeting was raised. The school building was designed, but the money did not come in as planned. Finally, even though they were a few pounds short, the administration authorized construction to begin on September 1, 1909. When completed, the building was purported to be one of the handsomest in the denomination, a tribute to William C. Sisley, its architect.³

Sisley's structures, of which the new Stanborough Park Missionary College building was one example, were bold and yet had a certain beauty. Modern concrete architecture has not overshadowed the forceful appearance of his style. The English school building of brick construction was 122 feet by 40 feet with a rear extension of 40 feet by 30 feet. The exterior gave the building the illusion

H. Camden Lacey, "The Missionary College," MW 13 (12 May 1909):76.

¹GC Min, 27 April 1908, p. 497.

²GC Min, 16 April 1908, pp. 443, 444; E. E. Andross, "The British Union Conference," RH 85 (3 September 1908):14, 15.

³L. R. Conradi to A. G. Daniells, 6 August 1908, RG11 1908-C; W. J. Fitzgerald to A. G. Daniells, 24 September 1908, RG11 1908-F; W. J. Fitzgerald to A. G. Daniells, 23 November 1909, RG11 1909-F, GCAR. See the photograph of the college building, p.258.

of being divided into three sections. The end sections rose to three floors, the center section had a fourth floor. This design was to facilitate the addition of a section on either end without destroying the balance of the overall design.¹ Later planners added the southern section which gave the building an unfinished appearance until the early 1980s when a gymnasium attached to the northern end has restored the original beauty to a limited degree.

The main building contained the dining room, seating 100, a chapel for 250, classrooms for about 150 students, and sleeping accommodation for forty men and twenty women, in addition to the two deans' apartments.² A rear extension housed the kitchen, scullery, and food store. Completing the rear courtyard were bicycle sheds, laundry, trunk rooms, and storerooms. The total unit was very compact and served efficiently for many years. It was dedicated free of debt on July 31, 1910, having cost £4,828, 0. 0, complete with all the utilities and outbuildings (approximately \$24,000). The amount had been raised by the receipt of £2,000. 0. 0 from the General Conference,

¹W. J. Fitzgerald to A. G. Daniells, 23 November 1909, RG11 1909-F, GCAr. This was the only instance of facility planning that provided for genuine future growth in the history of the college. It was possible to more than double the enrollment by the addition of versatile, spacious, and cost-efficient extensions of variable size to the existing building without damaging the beauty or balance of the design.

²In a letter to Daniells, Fitzgerald detailed the dimensions and capacity of the new building. See W. J. Fitzgerald to A. G. Daniells, 23 November 1909. There is an apparent discrepancy between his figures and those used in Lacey's article in *MW* 14 (3 August 1910):119, where the latter indicated a residential capacity of up to 100 students. These are the figures used by Barham in his dissertation. See Nigel G. Barham, "The Progress of the Seventh-day Adventist Church in Great Britain, 1878-1974," (Ph.D. dissertation, University of Toronto, 1976), p. 372. Lacey probably still included the beds available in Sheepcote Villa and possibly also those in the Stanborough Press loft.

the pledges of the local membership, and donations from the other two institutions on the Park.¹ Lacey moved the college into the new building without delay, starting the 1910-1911 school year with sixty-eight students.² Inflation was almost unknown. Lacey charged the same composite tuition-residence fee of £24. 0. 0 that Salisbury had charged in 1904 when the college had taken in its first residence students.³

During Lacey's term the curriculum was expanded and the teaching faculty increased. There were eight teachers and four different courses by 1913. These included a four-year ministerial training course, a three-year missionary course, a two-year Bible course, and a business course. A preparatory department for younger students and those who needed academic schooling was added in the 1910-1911 school year. Students continued to travel to London on Sundays and sold successfully books and periodicals.⁴ They also found work in the food

¹H. C. Lacey, "The Dedicatory Service," MW 14 (3 August 1910): 119.

²H. C. Lacey, "Stanborough Park Missionary College," MW 14 (12 October 1910):157.

³Stanborough Park Missionary College Announcement, 1912-1913, p. 2; Col Cal, 1904-1905, p. 7.

⁴"Courses of Study," Col Cal, 1907-1908, pp. 31-33; "Preparatory Department," Col Cal, 1910-1911, p. 32; W. J. Fitzgerald, "Report of British Union Conference," GC Bulletin, 21 May 1913, p. 97. The four-year ministerial course was constructed as follows: twelve weekly periods each of Bible, history, and English language, eight periods of Greek, six or eight periods of science, three or four periods of mathematics, four periods of physiology and hygiene, four periods of music, and two periods each of bookkeeping, psychology, missionary history, and geography, pastoral training, and an optional four periods of modern language. The Bible worker's course was almost identical in structure other than being one year shorter. Of even more interest is that the business course of three years length was also almost the same as the other two, except for the addition of shorthand--six periods, and typewriting--two periods, which replaced

factory, printing press, and sanitarium.

With the new building the college offered excellent facilities for the young people of the church. Yet for some reason they stayed away. The enrollment steadily declined from a peak of over eighty in 1908 to approximately fifty in 1912, increasing only slightly over the next two years.¹ It is difficult to ascertain the reasons for this as conditions within the school seemed adequate, unless the somewhat restrictive regulations of the residence halls, typical of the conservative nature of Adventist colleges, acted as a deterrent.² The church at large was growing, 1912 and 1913 being years of growth in membership and in financial stability.³ Thus prospective students were within the churches and the church had a continuing need for trained employees. It seems as if a reversal took place in the minds of the church members; the better the facilities and opportunities, the less desire there was within the church to support the school. It is possible, however, that a lack of record keeping has

some of the two-period subjects offered in the other courses.

¹H. C. Lacey, "Stanborough Park Missionary College," MW 16 (3 June 1912):88. It is difficult to ascertain exact enrollment figures as some administrators reported accumulated enrollments, others reported the current standing, while others reported average figures. The lower figure reported here includes only those in full-time study. The total figure for 1912 was seventy-one.

²A complete list of regulations was available in the college bulletins. They included, for example: No withdrawal from classes, punctual attendance, no male escort of females (without rarely given permission), no leaving school during the term, six hours of free manual labor per week (the number of hours varied), separate strolling grounds for male and female residential students, and compulsory attendance at religious services. Col Cal, 1907-1908, pp. 17-19; Col Cal 1914-1915, pp. 5, 6.

³W. C. Sisley to A. G. Daniells, 29 October 1912, RG11 1912-S, GCAr. See also British Union Conference "Table of Statistics," the original of which is in the president's office, Watford, England.

destroyed evidence of enrollment on other levels such as in a junior department whose pupils may not have been included in the enrollment figures.¹

Both Lacey and Wakeham were called back to North America in June 1913, the former to Union College, Nebraska, and the latter to Emmanuel Missionary College, Michigan.² Lacey had matured as a teacher and administrator. He had related well to his British constituency with his interest and knowledge in the classics and history. His culture and scholarliness had a considerable influence on his students. His tendency to treat with sympathy students who had financial problems won him their affection--if not that of his superiors in the union administration. Fears of a debt-ridden school did not materialize, and the administrators of the union and the division confirmed in 1912 that the school was in a sound financial position.³ By 1913 the college, though still small by secular or even North American Adventist standards, was proving the value of its existence. In eleven years, it had already prepared more than thirty workers for the British church and over twenty for foreign service.⁴

¹For an example of this possibility, see R. Sisson to D. C. Beardsell, 3 May 1983, Personal File. Sisson mentions the existence of a primary school at Stanborough Park in its first years, although no other evidence has been discovered.

²"Editorial Notes," MW 17 (2 June 1913):88.

³A. G. Daniells to W. C. White, 2 January 1912, RG11 LB50, GCAr; MW 17 (2 June 1913):88; L. B. Conradi to A. G. Daniells, 6 February 1909, RG11 1909-C; W. A. Barlow to A. G. Daniells, 12 May 1908, RG11 1908-13, GCAr; W. J. Fitzgerald, "British Union," Quarterly Report of the European Division, 3rd Quarter 1912, p. 40; W. J. Fitzgerald, "British Union," Annual Report of the European Division, 1913, pp. 78, 79.

⁴"Opening Exercises," MW 16 (7 October 1912):159.

The union administration appointed William T. Bartlett as interim principal in 1913. Bartlett was the last of the four personalities whose presence and influence upon the fledgling school was essential for its success.¹ A quiet studious man, slight of stature and kindly in disposition, Bartlett had been working for the Adventist church longer than any of the other three, with the possible exception of Waggoner. When Lacey left for North America in 1913, the union administration turned to Bartlett to administer the college. He was editor of Present Truth at the time, a position from which he was not relieved, although he was given an assistant in the editorial department. The outbreak of World War I prevented any further attempts to recruit a permanent administrator. The enrollment held steady despite the onset of war with about sixty students attending school on opening day in 1914. In March 1915, Bartlett requested and was granted release from the principalship so he could continue with his editing and Bible teaching.²

¹ In the absence of complete British Union Conference minutes before 1914, available evidence is circumstantial or secondary as in SDA Yearbook, 1914, p. 173; W. T. Bartlett, "College Notice," MW 17 (14 July 1913):112. The other persons were Salisbury, Lacey, and Waggoner. Bartlett, Salisbury, and Lacey were born within 18 months of each other in the years 1870, 1871. Waggoner was born in 1855. Salisbury and Waggoner were Americans, whereas Lacey and Bartlett were British.

² W. J. Fitzgerald to W. A. Spicer, 18 November 1914, RG21, 1914-F, GCAr; "Editorial Notes," MW 18 (October 1914):136; BUC Min, 1 March 1915, p. 4. Bartlett was born in London in 1870 and joined the Seventh-day Adventist Church in the late 1880s. He became involved with the "Chaloners" mission that Haskell had started in 1887. He began working in the Present Truth editorial department in 1892, becoming the assistant editor of E. J. Waggoner in 1896. When the school opened in 1902 he was one of its strongest supporters. The following year he became one of its teachers, teaching English on a part-time basis. He also taught Bible from time to time from 1904 onwards. In 1903 he took over the editorship of Present Truth.

Administering the College
during World War I

The union conference committee, after considerable study, appointed Glen Wakeham in Bartlett's place. He had remained at Stanborough Park to teach when his father, William H. Wakeham, returned to North America. His first actions were to seek union committee approval for adding three new courses, abolishing the free labor rule, and increasing the composite fee (the first increase in ten years).¹ In August of the same year (1915) he gained approval for the operation of a poultry business and a market garden, complete with budget and supervisor. He recognized the need to make the school more attractive to a wider clientele because of the reduced recruitment of men students in the ministerial program as a result of the war. This is supported by a report in the union conference minutes giving a list of sixty students considered for admission to the school for the 1915-1916 school year. More than half of those named

a position he held until 1920. He was ordained in 1907. In 1920 he was sent to East Africa as a missionary administrator. After his return in 1930 he served in several administrative posts in the British Union Conference and in the Northern European Division. When World War II made the operation of the division impossible and its staff were repatriated to their homelands, Bartlett remained in England as a liaison officer for the General Conference. He had very little to do, thus when requested by the union administration he took up part-time teaching at the college. He even acted as principal for a short time in 1946. He continued to assist at the college until a few weeks before his death in August 1947. The dining room at Newbold College, Binfield, was named Bartlett Hall in his honor. Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia, rev. ed., (1976), s.v. "Bartlett, William T."; "Obituaries-Bartlett," RH 124 (30 October 1947):25; A. J. Woodfield, "Rise and Progress of Educational Work in England," The Journal of True Education 15 (June 1953):27.

¹BUC Min, 18 August 1915, p. 1. Although the actual courses are not listed in the minutes they were proposed in order to improve the training of "missionaries and missionary teachers."

on the list were women, as opposed to the normal peace-time ratio of two men to one woman. Wakeham's administrative changes were successful and the enrollment that year climbed to eighty-five.¹

Another example of Wakeham's aggressive approach to his task was his proposal to the General Conference that Stanborough Park Missionary College be affiliated to the Foreign Missionary Seminary in Washington.² Although this is discussed more fully in chapter 5, Wakeham's ideas showed that he was considerably ahead of his time in his grasp of the concept that the college needed some type of affiliation with a recognized and well-established institution, which would validate its growth as an advanced diploma-issuing college with an accepted reputation and stature.

The year 1915 closed on a poignant note. H. R. Salisbury, then president of the India Mission, returning from the General Conference Annual Council, stopped in England to visit the school. He was invited to speak to the students in chapel on Wednesday evening, December 15. He spoke optimistically about the work of the church in India, little realizing that this would be his last public engagement.³

Fearing that the compulsory draft would drastically reduce the enrollment, the union conference administrators, early in 1916, offered the college building to the government, free of rent, for

¹W. J. Fitzgerald to A. G. Daniells, 23 November 1909, RG11 1909-F, GCAr; BUC Min, 18 August 1915, p. 1; and W. C. John, "The Opening of the School Year 1915-16," RH 92 (2 December 1915):20.

²Glen Wakeham to A. G. Daniells, 5 May 1915, RG11 1915-W, GCAr.

³"Editorial Notes," MW 19 (December 1915):112. Salisbury left within the week for Marseilles where he boarded the SS Persia for India. The ship was torpedoed in the Eastern Mediterranean on December 30, 1915, with considerable loss of life.

use as a hospital or convalescent home for injured soldiers. Wakeham was asked to make alternative arrangements for the college in case the offer was accepted.¹ This move did not prevent him, however, from planning for growth in the instructional program of the college. The preparatory courses that the school had offered up to now catered to older students who required academic improvement before taking any professional courses. He sensed the need for a junior department which would also cater to the youth of the church, who had nowhere to go except to work after elementary school.² He also saw this as an opportunity to maintain or even raise the level of enrollment.

The government declined the offer for the use of the college building; thus the college was able to continue functioning during the war years. Wakeham's enthusiasm and optimism were needed during this period, because there were many problems such as the shortage of mature students, lack of staff, and other war-related difficulties. There were times when even he sensed the problems and was tempted to try South America where he had been offered a job in Brazil.³

Wakeham's Attempts to Develop the Curriculum

Wakeham developed the college instructional program during the years he was principal. The war years offered him an opportunity to break the pattern of training only mature adults as workers. He was

¹ BUC Min, 27 March 1916, p. 3.

² BUC Min, 5 August 1916, p. 2.

³ Glen Wakeham, "College Notes," MW 20 (September 1916):118; W. A. Spicer, "Two Years' Progress in Great Britain," RH 93 (28 September 1916):18; GC Min, 25 April 1917, p. 591; BUC Min, 11 October 1917, p. 1.

able to introduce a curriculum that brought younger students into the school, thus enabling them to stay longer in the institution and ultimately obtain a more complete education. The first step was the addition of courses in 1915. Then, in 1916, he added the junior department for the fourteen-to-sixteen-year age group, introducing the secondary element to the college and offering such courses as English, arithmetic, English history, geography, elementary mathematics and science, a modern language, and Bible in a three-year program. Students completed this section by sitting for a recognized secondary-leaving examination, which in this case was the Cambridge University Junior Examination.¹ The completion of this section or its equivalent became the entrance requirement into the ministerial program.² The junior department took the students to the modern fifth form (or grade twelve, as it is referred to in North America), and the institution, in theory, became what could be called a junior college. In 1918 a senior department was introduced that took students into advanced secondary work. This was a two-year course leading to state university entrance examinations. The college bulletin stipulated that those wishing to take the ministerial course should have completed the senior course.³ This stipulation does not appear to have had union conference committee approval, but it did propose a new standard. It then remained only for a stronger ministerial

¹Col Cal, 1916-1917, p. 2. The other examining bodies were Oxford University and London University. Wakeham also proposed offering two more years of secondary-school study to enable students to prepare for the university entrance examinations such as the Cambridge University Senior Certificate and the London University Matriculation Certificate.

²"Courses of Study," Col Cal, 1916-1917, p. 3.

³"Junior Department," Col Cal, 1919-1920, pp. 14, 15, 20.

program to raise the level of the entire institution to that of a senior college, a program that was not developed until much later and is described in chapter 5. Wakeham added the finishing touches to the instructional program in 1919 by offering a church-school (elementary) teacher-training course of two-years duration, requiring the completion of the senior secondary course for entry. In connection with the normal (teacher-training) department, a primary school was started. This began as an experiment in 1918 with one room of the college building. Pupils were taught in the classical style, learning French, Latin, and mathematics in addition to the basic subjects. From 1919 it continued as a separate institution on the Park, building up a reputation of its own through the years.¹

In 1920 the structure of Stanborough College was virtually complete. It had two sections: a senior department or college and a junior department or secondary school. The latter was under the administration of a headmaster who handled instructional matters.² Linked to the college, but operated separately, was the elementary school. Wakeham's constant aim through the years was to develop an English Seventh-day Adventist institution preparing young people for work in Britain and in countries where the British educational system had been adopted.³ He all but succeeded. The framework that he endeavored to construct provided a real opportunity for the early

¹ Ibid., p. 16; G. Wakeham, "College Notes," MW 22 (November 1918):14; A. S. Maxwell, "The Watford Church School," MW 23 (November 1919):10.

² BUC Min, 18 February 1920, p. 8.

³ Glen Wakeham's report in "Department of Education of the General Conference," GC Bulletin, 1 April 1918, p. 41.

establishment of an English-oriented Adventist senior college.

Efforts to Exploit the Advantages
of the Park Location

Fitzgerald, the union conference president, resigned and returned to North America in 1917. His successor was another American, Malcolm N. Campbell, a man who understood and supported the educational program of the church.¹ Soon after he arrived a number of administrative changes were made which affected the school. First, a school board was appointed to deal with school affairs. Unfortunately this board relied on the union conference committee minutes to record its actions.² Second, an education secretary for the union conference was appointed for the first time. The president had heretofore handled educational matters himself, but Campbell, feeling he could not carry this responsibility adequately in addition to his other duties, proposed to the union committee that Wakeham be appointed to this position. The union committee accepted the proposal and a precedent was set in which the college principal also became the union education secretary.³ This gave Wakeham considerably more leverage in the

¹GC Min, 19 January 1917, p 541; W. A. Spicer to W. H. Meredith, 26 April 1917, RG21 1917-M, GCAR; F. A. Spearing, "The Educational Work," MW 22 (February 1918):9.

²BUC Min, 23 July 1917, p. 9. There is frequent reference to college board actions in correspondence and in the union minutes, but until 1954 these were apparently not kept as permanent minutes, acting only as memoranda in guiding the union conference committee. The union committee minutes were expected to double as college minutes, and therefore are fairly detailed when recording college items. From 1954 there is a complete set of college minutes which is filed in the college administrative archives.

³BUC Min, 19 February 1918, p. 5. This precedent continued until 1950 when the two tasks were separated and a director of the union education department was elected independently of the college principal. See SDA Yearbook, 1951, p. 152.

"reforms" he was attempting to bring about in the institution.

Wakeham now turned to the expansion of college facilities. Enrollment for the 1918-1919 school year broke all records. Every bed was occupied in the residence halls and 120 students were attending classes; all were students from the British Isles as the war had prevented others from coming. Wakeham used these enrollment figures to persuade the union conference committee that the time had come for two ambitious expansion plans: the provision of facilities for the larger enrollment and more opportunities for student labor.¹

Wakeham was wise enough to undertake one expansion project at a time. With the opportunity presenting itself for the acquisition of more farm land, he embarked on the promotion of the second program first. The increased enrollment of the two previous years meant that more manual work had to be found. More students needed to earn their college fees, which had almost doubled since the beginning of the war (an increase from £24. 0. 0 per year in 1914 to £42. 0. 0 per year in 1920).² The Stanborough Press no longer wished to employ students. The Stanborough Park Sanitarium and food factory of the International Health Association (Granose Foods) could only take a limited number as casual part-time labor. This left the farm, dairy, and poultry business to provide the work. Wakeham had tried to start wood-

¹G. Wakeham, "College Notes," MW 22 (November 1918):13; BUC Min, 15 October 1918, p. 14.

²BUC Min, 18 February 1920, pp. 8, 8a. There were two main terms in the school year plus a shorter summer term. Until 1925, students attended all three terms of the year. From 1926 onwards, the summer term was used mainly for the operation of an English language school for non-English-speaking students.

working and shoe-repairing industries, but these were small and used only one or two students each.¹

In the spring of 1919 the neighboring Kingswood estate came up for sale.² Wakeham presented "strong reasons" to the committee why more land was required. He urged that a larger farm would not only be more productive, but would provide more labor as well. The estate residence would provide badly needed accommodation. Fortunately for Wakeham's plan, the union conference administration also recognized the need to relieve the student labor and accommodation problems. Writing in the Review and Herald in 1919, Campbell, the president of the union conference, emphasized the urgent need for space at the British college. He wrote:

The Stanborough Park Missionary College has outgrown its building. It is now filled to its utmost capacity. We have purchased some portable American Red Cross huts that have never been used, and are setting them up on the campus to take care of the largely increased attendance until we shall be able to build a new dormitory for the school. We are compelled to lengthen our cords and strengthen our stakes very materially to care for our rapidly growing work.³

Even stronger words were written six months before by Warren E. Howell, the Education Secretary of the General Conference at the world headquarters. He stated that

word has come from Professor Glen Wakeham of Stanborough Park Missionary College, England, that the present year they have an enrolment of 120, the largest in the history of the school. The students' home is 'full to the very last bed,' with four students rooming outside and coming in for their meals. . . . With the advent of peace we must count on having a

¹ BUC Min, 16 November 1920, p. 25; 29 May 1919, p. 10.

² BUC Min, 15 April 1919, p. 1.

³ Malcolm N. Campbell, "Encouraging Advancement in the British Union Conference," RH 96 (19 June 1919):16, 17.

much larger school, because at least fifty young men are now waiting for the war to close so that they can come to college. The war is now closed and we trust that some way will be found to quarter these fifty, so that they can continue their education. It looks as if a fund of \$50,000 would be needed to provide adequate facilities for the future.¹

This opportunity to purchase land appeared to solve many of the administrative problems of the school. The property on the northwest boundary of Stanborough Park, belonging to the James family, and known as Kingswood estate was put up for auction. It was a dairy farm of 163 acres, had a beautiful farmer's residence, several smaller houses, and a number of farm buildings. A sub-committee was set up by the British Union Conference to try and negotiate the private purchase of the home and part of the land. This failed, and the property was auctioned on May 9, 1919, for £16,000. 0. 0, the successful bid being made by the British Union Conference, £1,800. 0. 0. less than the church would have paid for the whole property if purchased privately.²

The purchase of Kingswood allowed the college to expand into a functional institution, relieving some of the internal pressures. Walter T. Knox, a General Conference treasury official, wrote that the estate was

beautifully situated with a fine large residence in which at present a number of lady students are housed, a large dairy barn, and other outbuildings, . . . and will . . . afford opportunity to expand their congested institutions as they need not be unduly crowded.³

¹W. E. Howell, "Enlarging School Facilities," RH 95 (28 November 1918):23.

²BUC Min, 15 April 1919, p. 1; W. T. Bartlett, "The British Union Conference," RH 96 (16 October 1919):25; BUC Min, 15 April 1919, p. 1. See p. 249 for the plot plan of the enlarged Stanborough Park estate.

³W. T. Knox, "Our Institutional Work at Stanborough Park,

W. T. Bartlett, who had the school so much on his heart, had written earlier:

Our people at the conference [the union session in Derby August 1-6, 1919] were greatly encouraged over the way we had been able to finance this new and important enterprise. . . . With the farm land now in our possession, we hope to furnish enough labor to enable a considerable number of students to earn a part of their way through college.¹

With the 1919-1920 enrollment figures setting new records of over 200 students and the forecast of even higher figures, Wakeham presented the second of his expansion plans. This was for the addition of the north and south extensions to Sisley's original college building. The union voted to construct the south wing first, in order to provide forty more beds and additional classroom and dining room space.² Originally planned for use in September 1920, the college moved in for the new term in January 1921.

Financing the major projects was an important issue for the small British Adventist constituency. For the new estate, the General Conference gave £5,000. 0. 0, the various local organizations and institutions donated £4,000. 0. 0, and the membership raised £2,000. 0. 0 in "bonds" (these were in reality donations for which certificates were issued). This made a total of £11,000. 0. 0. With a debt of £5,000. 0. 0 on the land, the union launched into the new

England," RH 97 (22 January 1920):23.

¹W. T. Bartlett, "The British Union Conference," RH 96 (16 October 1919):25.

²Glen Wakeham, "College Notes," MW 23 (November 1919):9; BUC Min, 16 January 1920, pp. 11, 12. The actual minute is not available as page 12 is missing from the minutes. There are, however, references to it in later minutes. See, for example, 30 June 1920, p. 12. The north wing was never built and the carefully balanced beauty of Sisley's design was consequently not fully restored. See photograph on p. 258.

building program, the first stage of which cost approximately £5,000. 0. 0.¹ This together with other building debts gave the union a total indebtedness of £16,000.00, or approximately \$80,000 at the going rate of exchange. The General Conference came to the aid of the union by loaning them \$100,000 at a much lower rate of exchange, the loan to be paid back at the rate of \$20,000 a year plus interest. This proved to be a profitable arrangement, as the saving in exchange rate alone paid half the debt. The General Conference gave another £3,000. 0. 0 as a grant in addition to the loan.² This negotiation restored the financial situation of the union and allowed development for one of the other institutions on the Park, namely the "Stanboroughs" sanitarium.

Wakeham's stay in England came to an end in 1921. In November 1920, the European Division asked him to become the division education secretary, and at first he agreed to take the position. He remained at the college until the end of the school year, then resigned on May 4, 1921, returning to North America because his citizenship required his presence in the United States. His wife also required a change for health reasons.³ He had expected to take up employment as the principal of one of the Adventist academies in North America,

¹BUC Min, 1 August 1919, p. 8; BUC Min, 16 November 1920, p. 10.

²W. T. Knox, "Our Institutional Work at Stanborough Park, England," RH 97 (22 January 1920):23; M. N. Campbell, "Union Committee Meeting," MW 24 (January 1920):3; GC Min, 14 October 1919, p. 440; BUC Min, 29 December 1919. The General Conference purchased sterling at an abnormally low exchange rate of approximately 3.9 to 1 as against the normal rate of 5 to 1. This gave the British Union Conference an extra £7,000. 0. 0 towards debt reduction.

³BUC Min, 16 November 1920, p. 13; GC Min, 18 November 1920, p. 928; BUC Min, 14 February 1921, p. 5.

but a number of factors prevented this taking place. Little information about his subsequent life and career is available, other than a brief mention of a short visit paid to the college some years later, after it had moved to Rugby.¹

Wakeham administered Stanborough Park Missionary College for six years. During this time the institution grew from a small training school of six teachers and fifty students to a junior college with elementary and secondary departments. In 1921 it had a total enrollment of over 200 students, twelve full-time teachers, and a number of part-time instructors. Facilities had been improved and industries started. The rapid development had placed considerable strain on the finances and the ability to generate funds had not kept up with the expansion program in spite of constantly rising fees. The curricular emphasis moved from religious studies to a wider based course structure designed with the purpose of attaining recognized public certificates of attainment, in an endeavor to obtain a consistent level of achievement.² With careful planning and a capitalization of the situation in which he left it, the college could have developed into a full senior college by the end of the decade as an equal of those colleges in North America that gained senior college status by the 1930s. It is unfortunate that Wakeham was not brought back to Stanborough College after a rest in his

¹D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982; J. L. Shaw to W. E. Howell, 2 June 1921, RG21 1921-Howell; M. N. Campbell to G. Wakeham, 11 January 1923, RG21 1923-W, GCAr; Long Beach Independent, 21 January 1955. The visit was possibly in connection with his post-graduate work at London University.

²BUC Min, 14 February 1921, pp. 2, 43, 44, 44; W. E. Howell to A. G. Daniells, J. L. Shaw, and O. M. John, 10 May 1921, RG21 1921-Howell, GCAr.

homeland to complete the development that he had so ably begun.

The Administration of the College
1921 to 1930

Replacing Wakeham became a serious problem, and the number of principals that came and went during the period 1921 to 1930 indicates how tenacious the problem was. One week before the opening of the college in 1921, Frederick A. Spearing was appointed principal. He was reappointed for the 1922-1923 school year in March 1922.¹ Spearing was a clergyman who had been a church pastor for a number of years. He had also served as a director of church-related activities for the lay members of the Adventist church, and immediately previous to his appointment he had briefly held the position of president of the Welsh Conference.²

Spearing resigned in October 1922, and the committee appointed H. C. Lacey as principal in his place. Lacey had returned to England the previous month to replace the young but successful English preacher J. D. Gillatt, who had died soon after being appointed as the Bible teacher. Lacey did not bring his family with him, so he left again in May 1923. He planned to come back to Britain for an extended stay, but personal and family problems prevented this.³ In 1923 Campbell left the British Union Conference presidency, and another American, Julius E. Jayne was elected president. At his suggestion, the union conference committee appointed George W. Baird

¹BUC Min, 23 August 1921, p. 1; 6 March 1922, p. 17; "Editorial Notes," MW 25 (14 September 1921):8.

²BUC Min, 14 February 1921, p. 17; 23 August 1921, p. 4.

³BUC Min, 5 October 1922, p. 1; M. N. Campbell, "Death of Pastor J. D. Gillatt," MW (22 March 1922):2; H. Camden Lacey to M. N. Campbell, 5 April 1923, RG21 1923-Lacey. GCAR.

as principal, an Irishman who had been on the teaching faculty since 1906, and who had been the headmaster of the junior department for the past three years.¹ In 1927 the union conference committee appointed George McCready Price, an American geologist and philosopher, as principal, and Baird returned to teaching. There is no evidence to indicate any major reason for this, it being possible that Baird requested the change, after finding administration difficult in a confined area where cooperation with several other institutional administrations was required constantly. Price had originally agreed to teach at Stanborough College with the understanding that he be allowed to continue his research in Europe and that his stay in Europe be limited.² Thus in 1928 he left Britain, after serving as

¹G. D. King, "G. W. Baird," BAM 54 (25 March 1949):8; BUC Min, 18 February 1920, p. 8. George W. Baird was born in Ballyclare, Ulster, in 1885. He became an Adventist through attending tent meetings held by W. Hutchinson in 1903. He is first listed in the faculty of the British college in 1908, which indicates that he was working there during the 1907-1908 school year. There is a little evidence that indicates that he may have started as early as 1906, possibly on a part-time basis. He was connected with the school until 1946 when it moved to Binfield. He first served as men's preceptor then became a full-time teacher concentrating mainly in history and English, although he also taught Latin, psychology, and church history. In 1919 he earned a bachelor's degree from Birkbeck College, London University, and in 1930 an honors degree from the same university. He worked on his Master of Arts degree from London in the 1930s, but there is no evidence that he completed this. He served as headmaster of the secondary department from 1920 to 1923, and principal of the college from 1923 to 1927, and for the 1937-1938 school year. He administered the Correspondence School from 1939 to 1945. He was ordained as a gospel minister in 1932. He travelled twice to North America, the first time for three months in 1926, and the second for a year in 1935-1936 when he taught at Pacific Union College as head of the history department. He was with the college each time it was moved, but when it moved to Binfield in 1946 he turned to pastoral work where he remained until his death in 1949.

²D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982. The somewhat embarrassing moving around of personnel during the period 1921 to 1928, seems to indicate confusion in the decision-making process used by the union administration. It is strange that

principal for only one year. After a difficult search, Lynn H. Wood, who had recently moved to the United States from a five-year term as principal of the Adventist college in Australia, was appointed to take his place. In the interim Charles W. Irwin, the associate director of education for the General Conference, acted as principal.¹ Wood remained for two years and then accepted the invitation to the presidency of Emmanuel Missionary College. In 1930, William G. C. Murdoch, who had been sent to Emmanuel Missionary College to obtain a Bachelor of Arts degree, was appointed principal. He remained in this post for the next sixteen years.²

Compared with the administrative advances made in the school between 1915 and 1921, the decade up to 1930 recorded little of major significance. This is apparently explained by the constant change of leadership which prevented any long-term planning. There were some cosmetic facility developments such as residential hall improvements and the purchase of transportation to aid students in reaching their markets for selling books and magazines. The latter became more important as the neighboring institutions took less and less interest in employing student labor.

Enrollment improved as the country moved out of the postwar

Lacey was asked to replace Spearing when evidence indicates that Lacey was in a situation that precluded his remaining in Britain. H. C. Lacey to M. N. Campbell, 5 April 1923, RG21 1923-C, GCAr; BUC Min, 6 January 1921. The same process was repeated in 1927 when Baird was replaced by Price while it was known that the latter had made it clear that he had come to Europe for a limited stay. BUC Min, 10 May 1928, p. 343; A. S. Maxwell, "Editorial Notes," MW 33 (19 May 1928):8.

¹ GC Min, 6 August 1928, p. 612; 27 July 1928, p. 608.

² B. E. Beddoe to W. E. Read, 23 April 1930, RG21 1930-NED, GCAr; BUC Min, 15 November 1927, p. 319; 1 May 1930, p. 136.

recession, and by 1925 it hit an all time high of 161 students, a figure that did not include the primary school (it now operated on its own and prepared its own statistical reports).¹ After 1926, the enrollment fell off once more as work opportunities within the nation became scarce and the money supply started to tighten. The decade saw the largest graduation class and the smallest--the former being the 1923 class with twenty-one graduates (following the boom enrollments of 1920 and 1921); and the latter being the 1930 class with three graduates, one in absentia.²

Relocating at Newbold Revel:
Achievement of Independence

The Kingswood estate of 163 acres that was purchased on May 9, 1919, for £16,200. 0. 0 was sold by the Seventh-day Adventist Union Limited on April 30, 1930, under the hammer of an auctioneer in London for £24,000. 0. 0. The sale of the Kingswood estate played a vital role in the second relocation of the British college. The moving of the college from Stanborough Park has been described as the single most important event in the history of the college; some have felt that it may have been the most significant act in the administrative history of the Seventh-day Adventist church in the British Isles.³

¹ G. W. Baird, "The Hour of Opportunity," MW 29 (12 June 1924):2. See appendix E, p. 419, for enrollments.

² "Graduates," Col Cal, 1929-1930, pp. 46, 47. See appendix F, p. 422, for list of Graduates. Alice Bell mentioned that the low numbers may have been partly due to academic standards being too high, particularly for those taking the Bible workers' course. Alice Bell's questionnaire, Personal File.

³ BUC Min, 15 April 1919, p. 1; M. N. Campbell, "Enlarging Our Borders," MW 23 (June 1919):1. A. S. Maxwell, "Editorial Notes," MW 35 (16 May 1930):8. The funds raised from the sale in 1930 were

It is doubtful whether many, if any, church leaders in 1919 foresaw the financial or political significance of the purchase of Kingswood. The land was needed for farming, accommodations, facilities, and instructional purposes. In other words, it was required for the fulfillment of immediate needs and those of the immediate future. The purchase was not, at least in human minds, a prophetic act. Its significance could only be seen as the next decade moved to its close.¹

The College in a Community

The Adventist church purchased Stanborough Park to provide a home in the country for its young London school. The objective of rural education for the youth of the church was very much the product of Adventist thinking generated in North America and influenced by Ellen White. Just a few years previously, in 1901, she had strongly urged the administration of Battle Creek College in North America, to move into the country away from the detracting influences of the city.²

The school in England had been originally situated almost on the streets of North London among the street hawkers and "rag and bone men" of Holloway Road.³ The move to Stanborough Park opened

sufficient to purchase a property that would provide independence, sufficient space for facility expansion, and the development of a curriculum that would advance the status of the school; while at the same time developing the philosophy held by the church of a total education.

¹BUC Min. 15 April 1919, p. 1.

²Vande Vere, pp. 90, 91.

³Porter, A Century of Adventism (1974), p. 13; Steen Rasmussen,

the way for its development as an Adventist co-educational and residential college providing training in academic, practical and religious areas. This kind of school was new in Britain, where most children stopped school at twelve years of age or before, where secondary schooling was in the very early stages of expansion, and with almost the only residential schools being privately operated (in English terminology called public) and single sex.¹

The school in the country was established not too far from London, for the church leaders still remembered the clear statements about the metropolis made by Ellen White some six years before when she declared: "London has been presented to me again and again as a place in which a great work is to be done."² Even before that, she wrote: "The light radiating from London should beam forth in clear, distinct rays to regions beyond. . . . They will see a great work done in London . . ."³

Thus the administrators strove to maintain a delicate balance between a rural situation suitable for training young minds and

"Glimpses of Early Beginnings of the Young People's Work in Europe," RH 106 (26 December 1929):21. He described Holloway Road as full of "old-fashioned horse cars and omnibuses, . . . [and] the incessant noise of the traffic and the ceaseless hum of voices."

¹The term "public school" is applied in England only to those schools that are operated on an independent fee-paying basis. Students are admitted by selection. The schools are also referred to as preparatory schools and are of two levels; (a) the primary or elementary level which provide pupils for selection by the (b) secondary or grammar level schools, which in turn prepare students for selection by such universities as Oxford and Cambridge. Formerly both levels were residential schools. In modern times the latter are almost entirely residential, while the former are mainly day schools.

²W. W. Prescott and Ellen G. White, "The Work in England," GC Bulletin, 19 April 1901, p. 396.

³White, Testimonies 6:25. 26.

contact with the capital of the nation and its most populated region. As one person facetiously stated: "They [the leaders] travelled on the electric train until it stopped. Upon asking a porter whether this was the end of the line received the cryptic report "I hope so!" That, the person explained, was as far as they wished to go from the capital.¹

As mentioned earlier, the church did not purchase Stanborough Park for the school alone. The printing press moved there even before the school. Within months of purchasing, factories had been built both for the press and for a health food processing company. Soon after the school moved into its own building, a new health institution opened in the building it vacated, a building that was considerably enlarged. At the same time a local church was formed, although its own building was constructed just before the school left the Park. As World War I was ending, a church school (primary school) started, and three year later the union itself moved onto the Park. Housing for employees was erected in the beginning but this was soon halted, overcrowding being an obvious reason.

The original purchase involved fifty-five acres with an additional 163 acres being purchased in 1919. Although 218 acres would seem sufficient space, particularly in an English setting, the major part of this was restricted to farming purposes, and the remainder had to be shared by eight other very different organizations and at least twelve residential families. The school was very much a part of a close Adventist community in which not only physical facilities such as land, farm produce, sewer systems, water, and roadways were

¹D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982.

shared, but where members of the community worshipped in the same church, met along the same roads and pathways, went to the same shops, attended the same school, or were members of the same committees.

For nearly thirty years the school administration took community living into account in their planning. One example of how the college coped with community living is seen in the problem of student labor. The school used the work facilities of the other organizations to augment its own in putting students to work. In the main, those attending Stanborough College were financially restricted, relatively few were able to pay for their schooling in cash. The school provided some labor on the farm, the dairy, in maintenance, in the laundry, in a small boot-repair business, and in general upkeep and housekeeping. It required the goodwill of the other organizations to provide further sources of income for the students. This was attained through the years with varying degrees of success, as the variations in the statements on student labor in the annual college bulletins make clear. In 1913, for example, even though all the organizations on the Park were operating normally, the college bulletin warned the students that "there will be a limited amount of work in the college, Health Food Factory, and upon the estate. . . . This will be distributed in order that as many as possible may be benefited."¹ The press and the sanitarium are not listed. In 1918, during World War I when labor was at a premium, there appeared to be more cooperation between the institutions, and the school administration found it easier to find work for the students. The bulletin for 1917-1918 declared:

¹H. C. Lacey, "Student Work," Col Cal, 1912-1913, p. 4.

In friendly co-operation with the College on the Stanborough Park Estate are a farm and dairy, the Stanborough Park Sanitarium, the printing works of the International Tract Society, and the food factory of the International Health Association. These institutions all offer employment to students who wish to earn a part of their college expenses, and a large proportion of the College students avail themselves of these opportunities.¹

The situation had changed completely in 1930. The organizations were beginning to feel the financial pressure that was depressing the economy of the nation, they had to protect their own employees from lack of work, appropriations from higher organizations were being cut. Student labor was thought of as being notoriously insecure and undependable. Consequently, there was difficulty finding work for the students. At least one organization, the food factory, opted out. Edward E. White, in discussing that period, stated that

I don't think there were any students working at the health food factory, and there might have been one or even two working at the press. So they were not institutions that provided work for the students. Students mostly worked on the farm, I think or just doing menial jobs in the college, or canvassing.²

The college bulletin of that year indicated that the administration was

hard pressed to find sufficient work to assist all the students who wish to earn part of their way through school. . . . The College does not guarantee to find labour for any student who³ does not make proper arrangements before coming to Watford.

Another example of sharing in community living was the way college students provided spiritual programs for the local church.

¹"Industrial Department," Col Cal, 1917-1918, pp. 20, 21.

²D. C. Beardsell interview with Edward E. White, Newbold College, Bracknell, Berkshire, England, 21 October 1982.

³"Full Industrial-Labour," Col Cal, 1929-1930, pp. 12, 15.

There are numerous references throughout the Stanborough Park years to the young people of the college producing mission-oriented programs.¹

The purchase of Newbold Revel in 1931 took the school out of the close confines of an Adventist community and placed it in one where it was alone in an unfamiliar environment without support. As far as can be ascertained, there was no Adventist church in Rugby at the time. There were certainly no other large Adventist organizations within the vicinity of the new property. The school was now approximately eighty miles from the union conference office, a long distance to the English of those days. New ways had to be found to provide for the social life of the faculty and students, and new relationships had to be established between the college and its neighbors. The administration had to develop methods for employing its students. This involved starting new and untried industries in addition to expanding farm activities, searching for markets for its products and sources for raw materials. The college and the union department responsible for literature distribution had to find areas for the students to exploit in selling literature. While at Stanborough Park the students could take the train to London on Sundays to sell magazines and other Adventist literature. That market became too distant for students from Newbold Revel. The school was forced to purchase a vehicle to transport its students to distribution areas such as Rugby, Coventry, and other nearby towns.²

¹S. W. Beardsell to D. C. Beardsell, 20 April 1982, Personal File. For one example of many, see J. Howard, "The College Mission Band," MW 30 (3 April 1925):6.

²J. Rigby, "From the Manager's Viewpoint," MW 37 (11 March 1932):60.

New ways also had to be found to give practical training to student ministers and evangelists. Students became more aggressive in their approach now that they were on their own in a new area. One student wrote: "The students, after consultation with the Management, determined to launch evangelistic services in three of the neighbouring villages: Brinklow, Pailton, and Stretton."¹ Welfare fund solicitation was emphasized at the school as another area to involve the college community.

The Rationale for Moving

Stanborough College held its last graduation ceremonies over the weekend of May 10, 1931, with twelve graduates completing their course of studies. After three months of frantic endeavor, Newbold Missionary College opened its doors for student registration on August 25 of the same year.²

It is possible to reason that the school should have moved from Stanborough Park several years before it did. There was over-crowding in the residence halls quite early in the 1920s. By 1925 students were being placed on waiting lists. The relationships with the other organizations regarding student labor were breaking down. The continual sale of land had its effect on the efficient functioning of the farm, yet this was the only apparent way to raise funds for the various projects undertaken by the union administration.³ Tradition seemed to hinder the development of the curriculum which was essential

¹B. E. Sparrow, "Newbold News," MW 36 (13 November 1931):3.

²A. S. Maxwell, ed., "Editorial Notes," MW 36 (15 May 1931):8; A Graduate, "A Forward Move," MW 36 (18 September 1931):1.

³Porter, A Century of Adventism (1974) pp. 19, 26. See pp. 97, 107, for a detailed discussion of the student labor problem.

to the overall growth of the school, both in size and in educational quality.

Although essentially the two institutions were one and the same, in many ways they were two separate institutions. The same school that had moved to Stanborough Park as the union college in 1907 was now moving to Newbold Revel in 1931. Yet the change in name symbolized many differences. For instance, it was not quite the same union school. Two years previously the status of the British Union Conference had been altered by the dividing of the former European Division into four divisions.¹ The creation of a new Northern European Division as a smaller administrative unit which included the British Union Conference had the effect of raising the status of the union within the division. This in turn had its effect on the union college. Soon after its formation the division administrators recognized the need for a senior college within its borders and their thoughts turned to the British college. Thus the school that moved in 1931 had a much wider significance than its predecessor.

One other difference was evident. The school on the Park had been part of a community; the new one was on its own, completely isolated from the church membership and leadership. Previously there had been the physical sharing of the Park land and facilities. The former college could make use of its neighbors' facilities in such areas as work for students, but the new school found itself the sole occupant of a much more extensive property with all the possibilities and risks that involved. Officially, at least, the new school would

¹GC Min, 25 September 1928, p. 630. A description of divisions as organizations within the structure of the world administration of the Adventist church is given in chapter 5.

offer the same curriculum as the old, but now it found itself in the situation where not only was the church growing and changing in character, but the nation in which it found itself, together with the neighboring countries of Europe and the United States of America, was changing socially and educationally. These changes had their effect on what was taught in the new school. There was also the inescapable influence of the financial crisis that was moving rapidly to its peak at the time of the transfer of the school. What had been dire needs in the former school no longer appeared as critical. Instead, new and even more critical needs presented themselves. An important issue was being widely discussed throughout the church. That was the question of the need for higher education, the obtaining of graduate and postgraduate degrees, and the even more emotional question of the enrollment in secular institutions of higher learning while obtaining these degrees.

The issue of leadership also made itself felt during the transfer. Not only had the entire division program been changed, but there had been changes of leadership in the school itself, bringing different approaches and emphases. The deeper, long-term reasons for moving the college could only have been recognized by a well-qualified and experienced leadership. This meant being qualified in academic administration and experienced not only in years of practice in the profession but having spent sufficient time at the school to sense its philosophy and objectives. An illustration of the effect of such leadership was seen in the almost immediate recognition by Lynn Wood, upon his arrival in September 1928, that the need for development included the possibility of removal of the campus. Although he had no

previous experience at the college, he was a qualified school administrator and had spent several years on a similar campus.¹ There had been a large number of administrative changes in the decade before the relocation of the college. Including Glen Wakeham who left in mid-1921, there had been eight school principals to August 1931.² Although he had had no previous administrative experience Murdoch proved to be a successful administrator, because in addition to playing a large part in the successful transfer of the school to Newbold Revel, he remained to administer the school for the next sixteen years until his transfer in 1946.

There was one stabilizing factor that tended to counter the instability and lack of progress caused by the constant change of school principals. The union leadership remained constant with only two changes being made in the ten-year period. Of particular mention was William H. Meredith who, in 1926, was the first Britisher to be appointed union conference president. He remained in that position for the next six years, having been union vice-president and conference president for several years before that. His presence and influence was a vital stabilizing link during some difficult years at the college, as far as administration was concerned. Another stabilizing factor was the very few instances of change of personnel in the business management department. From 1921 to 1932 and beyond,

¹ He presented a comprehensive development plan for the estate as early as February 1929, BUC Min, 12 February 1929, p. 39. One month later he was part of a small committee that recommended removal to another site. BUC Min, 22 March 1929, p. 48; "Deaths--Wood, Lynn Harper," RH 153 (25 March 1976):23.

² See appendix C, p. 415, for a list of principals.

there were only two men who acted as business managers, Alexander Carey and John Rigby, Sr., the latter continuing until 1935 at Newbold Revel.

With the frequent change of school administrators came the constant interaction of American, English, and Adventist educational philosophies and methodologies. The definitions of the Adventist and English philosophies have been outlined elsewhere.¹ There was no previous model within the non-American church to build upon, other than possibly that of Avondale College in Australia, a college which had developed in a British colony as a prototype of Adventist co-education and had had, in its initial development, the benefit of the presence of Ellen White, the formulator of the major part of Adventist educational philosophy. Although the majority of administrators both in the college and the union had been American, with the consequent tendency to emphasize American and Adventist methodology, the tension created within the college among the various attitudes presented an opportunity to produce an Anglicized version of an Adventist senior college.

Newbold College started in 1902 with the tension produced by the Bible-school concept of Waggoner modified by the more pragmatic approach of Salisbury, who came from Battle Creek College. Lacey was strongly influenced by his classical training, which led him to emphasize ancient languages and history. This complex foundation was expanded and adapted by Wakeham who endeavored to push the school into the English frame. Interacting with these tensions was the

¹See pp. 246-290 for a resumé of English secular education, and pp. 317, 318 for an outline of Adventist educational thought.

pressure to adopt the Adventist policies and philosophies as they were developed from Ellen White's writings. The three-dimensional tension which was caused by (a) the idea in the minds of some early faculty and students that the Bible should be the only textbook, (b) a rationalization that secular educational thought demanded the discipline of classical studies, and (c) a belief that Adventist educational method demanded a much closer adherence to the philosophies of Ellen White, created a continuum of study and experimentation which resulted in the Newbold College of today, a college which follows American methodology applied to a European instructional quality to a degree that appears paradoxical to the uninformed. This, however, was not apparent in 1931.

The Immediate Factors Necessitating Relocation

As early as November 1927 the union conference committee began to face the reality of a college too small and restricted to carry out its task. This was clearly stated in a memorandum to the Winter Council of the European Division. It read:

We have learned recently that the Governments in various mission fields are demanding that the persons who head our mission training schools must have an advanced education, amounting to university work or its equivalent.

We feel also that the work in our own land demands a better and more advanced training for the workers that we send from our College. In view of this we beg to submit to you that the facilities at Stanborough¹ College are wholly inadequate even for our present needs.¹

Instances of these two issues had recently been experienced in the sending of Sidney W. Beardsell to Manchester University to study for

¹BUC Min, 15 November 1927, p. 313a.

a Bachelor of Arts degree in order to satisfy the Tanganyika territorial authorities, and the sending of William G. C. Murdoch to Emmanuel Missionary College to earn a Bachelor of Arts degree in preparation for adequate teaching in Britain.¹

The preamble of a union minute in May 1928 read as follows:

Our educational work in Great Britain is in serious need of enlarged and better facilities for the efficient training of workers, not only for the homefields but for the regions beyond.²

Ten months later the same committee was clearly considering the possibility of moving the college elsewhere.³

The catalyst in effecting this change in thinking was the new, experienced principal, Lynn H. Wood. Various committee decisions indicate that he vigorously promoted change. There were a number of significant factors that supported Wood and others in their promotional campaign.

First, the town of Watford was undergoing a period of rapid development. The Adventist property in the small village of Garston was becoming surrounded by the expansion of the town. This urban expansion not only negated the Adventist policy to locate their school in a rural environment, but it also greatly inflated the value of Adventist land, making sale a very attractive proposition.⁴

¹S. W. Beardsell to D. C. Beardsell, 20 April 1982, Personal File. According to Beardsell the League of Nations had made the ruling as part of the mandate for government. D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982. It is probable that the administration was preparing him for West Africa.

²BUC Min, 10 May 1928, p. 341.

³BUC Min, 25 March 1929, p. 48.

⁴W. H. Meredith, "College Decisions," MW 36 (20 March 1931):42.

Second, this development had inflated the municipal rates and taxes to almost treble what they had been at the beginning of the decade. In 1929 the rate assessment had been increased by 38 percent, with a prediction that it would continue to rise. The share of the rates that the college had to pay became a factor in its annual operating of serious proportions.¹

Third, the government planned to build a road 180 feet wide right across the Kingswood estate for use as a by-pass to the town. This would not only make the farm useless but would bring an increased volume of traffic through the property. The college and union leadership already considered that the increase in the value of the land made it too valuable to keep as agricultural land, and the proposed road would increase its value still higher if sold for residential purposes.²

Fourth, there was immediate need for more space within the college. Residential, classroom, and library facilities were all inadequate. Additional industrial space would be needed, if the farm were disposed of, in order to provide alternative student employment.³

Fifth, paradoxically, if the college remained on the Park, it needed all the available land for farming and developmental purposes and so none could be sold to raise funds necessary for expansion.

¹BUC Min, 25 March 1929, p. 48. It was an increase from £500. 0. 0 in 1925 to £850. 0. 0 in 1929. If they had kept the land the union would have been paying rates of £1,100. 0. 0 per annum by 1932.

²BUC Min, 25 March 1929, p. 49. This was not a period of high national inflation. It was a peculiarly local problem due to the rapid expansion of Watford town.

³W. H. Meredith, College Decisions," MW 36 (20 March 1931):43.

On the other hand, if the college moved, it would free the land for sale and thereby raise funds for relocation. This would make possible the selection of a rural location and the modernization of the plant.¹

Sixth, removal of the college, especially if it were to be to the Midlands, would not only serve to disperse the institutions centered around one locality but would move at least one of the institutions into another conference, in this case, the North England Conference. This would benefit the local organization through an increase in membership, additional income through tithes, and the services of the faculty and students in church-related activities.²

These arguments were hard to refute, especially those reflecting the increasing monetary value and the decreasing usefulness of Kingswood estate. Discussions must have been long and difficult as there were many who were sorry to see the college leave. The final result was a unanimous union conference committee action: to move the college, sell the remainder of Kingswood estate, ask the General Conference for professional advice, and request financial aid from the General Conference, Northern European Division, and from its own members for development of a relocated college.³

Action was swift consequent to the commitment to move. On March 26, 1929, a committee was formed to sell the estate and to start the search for a new property. Nothing had apparently been

¹BUC Min, 25 March 1929, pp. 48, 49.

²W. H. Meredith, MW 36 (20 March 1931):43.

³Mary Campbell to D. C. Beardsell, 5 April 1983, Personal File; BUC Min, 25 March 1929, p. 50.

found by July, and the committee was urged to "continue vigorously its work." One month later the search committee was changed and strengthened by the addition of a General Conference representative and with the division president as chairman.¹ This followed a discussion as to whether the college should be moved or not. A spirit of hesitation appeared among the decision-makers from time to time, indicating the depth of feeling that was involved. The union conference committee assured itself again on September 9, 1929, that it was doing the right thing in moving--again the record indicates unanimity. It was apparent that the leadership felt a continuing need for complete unity; that neither consensus or majority agreement was sufficient for a clear mandate to move.² The search committee continued with its work of locating a suitable site during 1930, being regularly encouraged in its task by the leaders and by committee action. In September 1930, it had focused on the Midlands and had in all probability fixed its attention on the Newbold Revel estate.³

Negotiating and Financing the Move

Financing the transfer of the college from the Park to Newbold Revel proved to be the most straightforward of the issues concerned. This situation is remarkable when it is remembered that the relocation took place in the middle of a period of deep worldwide financial

¹British Union Conference committee actions voted in 1929 indicate that much activity both inside and outside the committee room took place between March and September. See BUC Min, 25 March 1929, p. 56; 31 July 1929, p. 77; 29 August 1929, p. 89.

²This hesitancy is sensed in BUC Min, 29 August 1929, p. 89; but more strongly evidenced in BUC Min, 9 September 1929, p. 93.

³BUC Min, 23 September 1930, pp. 154, 156.

depression that had its effect on the economics of the church, both worldwide and in Britain. The General Conference minutes of the period 1929 to 1933 carried repeated warnings for the need to economize, as well as actions cutting appropriations, holding salary levels, and several instances of salary reductions.

The British worker force was affected by these reductions. Their salaries were cut three or four times by amounts of up to 7 percent at a time. Workers were asked to raise part of their salaries by selling denominational literature from door to door. One teacher, for example, who had taught in the school for over twenty years received one pound a week less in 1933 than in 1928. This was on a salary of £6.15. 0 a week in 1928 or a drop of 15 percent. The principal and the business manager took similar cuts in their wages.¹

The final decision to move the college was strongly influenced by the excellent price received for the sale of 105 acres of the old Kingswood estate on April 30, 1930. The union administration hoped for £30,000. 0. 0 or around £285. 0. 0 per acre. It received £24,000. 0. 0 or £228. 0. 0 per acre, an amount well pleasing to the administration who recognized that they had done well in spite of the depressed state of land prices because of the economic situation.² Recognizing that there would be heavy pressures to use the proceeds of the sale in various desperately needed projects such as the expansion

¹Porter, *A Century of Adventism* (1974), p. 26; BUC Min, 12 June 1928, p. 349; 13 December 1933, p. 124. Baird, the senior teacher at the school, received £6.15. 0. per week for the 1928-1929 school year. He was paid £5.10. 0 per week for the 1934 school year.

²BUC Min, 25 March 1929, p. 49; 13 December 1933, p. 124; W. H. Meredith, "College Decisions," *MW* 36 (20 March 1931):42. This sale price compared with the original purchase price of £99. 0. 0 per acre.

of the sanitarium and the increased expenditure in public evangelism, the committee took action to secure the funds in an investment account in anticipation of important developmental changes already on the horizon. This was a courageous and, as subsequent events proved, an effective decision, especially in the light of what had happened to the proceeds of previous sales of Kingswood estate land.¹

In 1929, at the same time as the administration decided to sell Kingswood estate, it requested the General Conference through the Northern European Division for \$40,000 or approximately £8,000. 0. 0, as it was believed that suitable property would not be obtainable for less than £50,000. 0. 0.² The financial plan for implementing the new project included the following elements: £25,000. 0. 0 from the sale of Kingswood estate, £8,000. 0. 0 from the General Conference in an immediate grant, a further General Conference grant of £7,000. 0. 0 to make up three-fifths of the amount needed beyond the amount received from the sale. (This complicated formula was to cater to a possible variation in the actual land sale receipt.) The balance of the funds were to come from requests to the Northern European Division and the membership of the British Union Conference.³

¹BUC Min, 1 May 1930, p. 137. By 1923 twenty-nine acres had been sold for £5,905. 0. 0 in an effort to fulfill the union loan repayment obligations to the General Conference. See ED Min, 2 April 1923, p. 216. It is not clear whether this included ten and a half acres sold in 1921 for £1,750. 0. 0. See BUC Min, 18 April 1921, p. 3. This sale, only two years after the farm was purchased, brought a return of approximately £170. 0. 0 per acre whereas the original farm had been purchased for £99. 0. 0 per acre. This increase tempted the committee to sell the whole farm. See BUC Min, 16 October 1921, p. 2. It appears that sales of smaller plots continued until 1930. See, for example, BUC Min, 23 January 1928, p. 328, for the sale of a plot to an employee for £60. 0. 0.

²BUC Min, 25 March 1929, pp. 49, 50.

³Ibid.

Subsequent events showed that the financial plan was too generous and that not all these funds would be required. In July or August 1930, the search team discovered the Newbold Revel estate near the little village of Stretton-Under-Fosse, about eight miles from the town of Rugby in the Midlands county of Warwickshire. The property that the search group found attractive was part of a large estate of approximately 1,000 acres consisting of two little villages, six farms, the estate manor and gardens, and the home farm. It was this last section including the manor home, gardens, and home farm, that the administration decided to negotiate for in November 1930.¹

Negotiations were long and sometimes a little uncomfortable. At one point they were suspended for a few weeks. The administration became nervous, ostensibly because of the possibility that the General Conference might have to cut off the appropriation of funds for 1931.² A search through the General Conference minutes and correspondence while indicating severe financial problems, has not produced any evidence of a direct General Conference statement that appropriations would be suspended during 1931. The same union action that called for a temporary halt in negotiations also restated the determination of the union not to use the Kingswood estate funds for any other purposes.³ This indicated that the administration was not under such

¹BUC Min, 24 November 1930, p. 172; Porter, "The Newbold Revel Estate," Old Newboldian 6 (Summer 1982):7-10. Porter drew much of his material from S. M. Stanislaus, Newbold Revel: The Fortunes of a Warwickshire Manor (1949). This booklet is out of print and very difficult to find.

²BUC Min, 4 December 1930, p. 175.

³Ibid., p. 176. It is possible that the General Conference officers may have warned the division and union conference administrators through correspondence that funds might be held back, but no such letters have been discovered.

financial pressure as to be forced to use those funds. An alternative possibility was that the negotiations were halted because the administration felt insecure in making the final decision. This was understandable since the purchase of Newbold Revel was probably the largest single investment ever made by the union. This realization together with other considerations such as the effect on the Park community and the operation of a distant institution made the decision a frightening one.

The leadership hesitated for only a few weeks. On February 17, 1931, the committee voted to make an offer and enter into final negotiations. A committee of five persons was set up to carry out the negotiations and they were authorized to offer £20,500. 0. 0 for the section of the property in which the union was interested.¹ The desired part of the estate was selected during previous negotiations out of the original offer of almost the entire estate of 1,000 acres for which the owner had asked £65,000. 0. 0. Preliminary negotiations had brought a second offer of 254 acres with an asking price of £35,000. 0. 0. The depressed land market encouraged the Adventists to keep bargaining until they arranged to purchase just under 300 acres for £20,700. 0. 0. The decision to close the deal was taken by a committee of available members on February 24.²

It was soon realized that the school should own the water source,

¹BUC Min, 17 February 1931, p. 194. The members of the committee were: W. H. Meredith, A. Carey, W. T. Bartlett, A. S. Maxwell, W. G. C. Murdoch.

²Porter, *Old Newboldian* 6 (Summer 1981):9. BUC Min, 24 February 1931, p. 209; A. Carey, "Seventh-day Adventist Union, Ltd.," *MW* 37 (8 April 1932):7, 8.

so an additional twenty-four acres were purchased for £1,250. 0. 0 Stamp duty, solicitor's charges, and some basic alterations added another £2,050. 0. 0, making a final total of £24,000. 0. 0. This was the exact amount received for the Kingswood estate. The college administration used the interest received from previously investing the Kingswood funds to buy machinery for the carpentry department, which formed the nucleus of a carpentry industry at the new site.¹

The administration was naturally delighted with the successful conclusion of negotiations, and in the resultant healthy financial state of the project.² There still remained the £4,000. 0. 0 appropriated by the General Conference, as well as the balance of operating funds for the last year of the school at the Park. This balance showed a transferable amount of £2,660. 0. 0, giving the school administration over £6,000. 0. 0 to purchase equipment and to stock the new farm.³

The former owner was not quite so pleased with the deal. He tried to improve his position by claiming that the fixtures in the building and the ornaments outside the building and in the gardens were not included in the price of sale. The union administration studied the claim and voted to "convey to Major _____ the information

¹Porter, Old Newboldian 6 (Summer 1982):9; BUC Min, 21 August 1930, p. 152.

²W. H. Meredith, "College Decisions," MW 36 (20 March 1931): 42, 43.

³NED Min, 6 November 1929, p. 39; GC Min, 1 October 1929, p. 976; J. Rigby, "From the Manager's Viewpoint," MW 37 (11 March 1932):59. The audit made by a division auditor in June 1931 showed a different amount. See "Summary of Balance Sheet of Stanborough College" for year ending May 31st, 1931, GCAr. It showed a balance between income and expenditure of \$6,293. The exchange rate was 4.87 to 1 giving the amount of £1,292. 0. 0 in sterling.

that we regard all the ornaments attached to the building and ballustrading as a definite part of the building and included in the price of £20,700. 0. 0."¹ This point appears to be a minor point and somewhat frivolous in tone. It revealed, however, that the negotiations were long and tedious and not devoid of some rancor. It also indicated that the Adventists were prepared to take advantage of the situation and drive a hard bargain. It appeared to leave the owner feeling cheated and disconcerted, although there is no evidence as to the subsequent state of his feelings in the matter or any effect on the negotiations.

On November 24, 1930, the search committee made its report on the advantages of Newbold Revel. The full union conference committee accepted the report and authorized negotiations to go ahead. These were concluded exactly three months later and approved by a minority committee of the same group that heretofore insisted on unanimity.² It was apparent that the decision had been taken and the level of tension had dropped considerably.

Careful planning for the entire project resulted in the school being in a strong position at the beginning of its new operations at Newbold Revel. Thus the leadership made a good start in developing new programs both in the academic and practical areas. Being debt free and with high financial credibility, it was easier for the school administrators to request and receive moneys for development. With the acquisition of the Newbold Revel estate, there was space to expand the facilities of the school. In order to grow an

¹BUC Min, 12 May 1931, p. 221.

²BUC Min, 24 November 1930, p. 172; 24 February 1931, p. 209.

organization requires, among other factors, the sensation of too much space. Long-range planning can then take place, which avoids the crisis management brought on by too little space--that which forces the administration to concern itself with the constant searching for solutions to immediate problems, with little or no opportunity to plan for the future. Lack of long-range planning can lead the organization into a situation of entropy with a consequent lack of growth of any kind.¹ The college had the opportunity in 1931 to avoid this situation. It was launched into an era that some have remembered as the "Golden Years."²

Relocation at Binfield in 1946

The college remained at Newbold Revel from 1931 to 1941, when it was forced to abandon the premises and move to an interim location. Chapter 3 outlines the history of those years while discussing the internationalizing of the college. Chapter 4 discusses the change in thought and planning brought about by the war. By the end of the 1930s, it became clear to the union administration, if not to the college leaders, that the move to Newbold Revel had not provided the expected development. Although the entropy referred to above would be too extreme a definition to give to the overall progress of the

¹Katz developed an open-system theory for social organizations which related their development with that of physiological organizations. A major thesis of this theory was that organizations in an open, or developing situation, constantly search for an equilibrium or "steady state." For a full discussion of his theory, see Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations (New York: John Wiley and Sons, 1967).

²The words "golden days" are used in a somewhat different setting in Ernest Burrows, "The Close of School," MW 34 (19 April 1929):4.

decade, the period did not give the impression at its close of being a "golden age," and growth towards advanced status had been negligible. The war period strengthened the leaders' fears that a return to Newbold Revel would in effect be merely a return to the status quo ante bellum and gave them opportunity away from that location to consider the alternative of searching again for new premises and a new start.

The "Fear" of Returning to Newbold Revel

The third major move of Newbold College, and its most recent, came at the close of World War II. As mentioned in chapter 1, during World War I, the church voluntarily offered the college building rent-free to military authorities, but the offer was declined. Two years into World War II, the buildings were requisitioned by order for use by the British military authorities. Although this requisition was expected to be temporary, it took the college away from the site at Newbold Revel for almost five years. Until 1945 the college and union administrations operated on the basis that with the cessation of hostilities and restoration of peace the college would re-occupy Newbold Revel.¹

However, in February 1944, a working committee of seven members was appointed by the union conference committee to make a comprehensive study of the educational program of the church in the British Isles. The terms of reference included the expansion of the college to a level where "young people could be trained right up to the Arts

¹D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982. The college moved to Packwood Haugh in 1941. See chapter 4.

or Science degree."¹ They also included a study of the present college facilities and the costs of reconstruction. The appointment of this study group, together with the statement made by the union president that "for a long time now it has been felt that we should explore the possibilities of obtaining a more modern College home," indicated that for several years there had been a growing dissatisfaction with the location of the college at Newbold Revel.² The uncomfortable conditions at Packwood Haugh during the war years had hardened this sense of dissatisfaction. The feeling grew in the minds of the leadership that the church needed modern educational facilities that could be used to develop a full senior college. Some suggested that land be purchased and a new facility be constructed from the beginning. This, however, was impossible because of the severe government restrictions on new buildings, the shortage of building materials, and the long delays in receiving government rehabilitation funds. Time also pressured them in that the owners of the wartime properties demanded their soon return.³

Several reasons were given for not wishing to return to Newbold Revel. (1) The main building was two hundred years old and had become expensive to maintain and difficult to repair. (2) The layout

¹BUC Min, 1 February 1944, p. 9. The committee was formed of the following persons: H. W. Lowe, W. G. C. Murdoch, E. E. White, G. D. King, R. S. Joyce, J. Rigby, A. Carey.

²H. W. Lowe, "Maturing Plans for the Future," BAM 50 (30 November 1945):1.

³Idem, "President's Report 1936-1945," BAM 51 (9 August 1946): 5; idem, "Maturing Plans," BAM 50 (30 November 1945):1; W. G. C. Murdoch, "Report of Newbold Missionary College 1936-1945," BAM 51 (9 August 1946):15. BUC Min, 26 February 1946, p. 28 refers to the long delay by the Government in granting financial aid.

of the building was not conducive to the administration of a co-educational residential college. (3) Some complained that health hazards eventuated from the low-lying damp location of the site.¹ (4) Of immediate concern there was the uncertainty as to when the property would be derequisitioned by the military authorities, coupled with the possibility that the government might retain the property as a military rehabilitation center.² (5) Another reason for the lack of enthusiasm in returning to Newbold Revel was that the property had been in the hands of a military organization at war for over four years. No funds or manpower had been available for upkeep. This meant that the ensuing costs of repairs and rehabilitation would be large and in excess of any grants that could be expected from government.³

In addition there was the possibility of selling the property for sufficient funds to invest in a more modern plant. It is difficult to follow the reasoning for this proposal, because the war had bankrupted large numbers of estate owners who were now forced to sell their properties at greatly depressed values. Presumably placing the Newbold Revel estate on the properties market would merely add to this long

¹Lowe briefly alluded to the low-lying situation in his article "Maturing Plans," BAM 50 (30 November 1945):1. Correspondents reported that they remembered hearing comments regarding poor health conditions. See D. S. Porter to D. C. Beardsell, 23 June 1982; J. Woodfield to D. C. Beardsell, 21 June 1982, Personal File. There is no available medical evidence to prove the validity of these comments. The lack of instructional facilities, the shortage of accommodation for students and faculty, and the distance from London appeared to be more realistic problems. BUC Min, 13 October 1936, p. 136; 28 January 1937, p. 31.

²H. W. Lowe to T. J. Michael, 23 May 1945, RG21 1945-BUC, GCar.

³Porter, A Century of Adventism (1974), p. 31.

list.¹ The 1945 general election with the success of the Labour Party added to the depressed state of the land market. It can only be presumed that well before it was made public, the union administration knew of a potential buyer prepared to pay a premium price for the property.²

The reasons discussed above can be summarized in two basic statements: (1) the administration wished to develop a full senior college and needed more facilities to accomplish this objective; (2) there was a genuine fear of returning to the old property--the fear of exorbitant costs, of the considerable work involved, of the health hazards to students and faculty, and of doing the wrong thing.

The Search for an Alternative Site

The college rehabilitation study group spent much of their time inspecting properties. In June 1945, the union president, knowing of a buyer for Newbold Revel and having another property for purchase in mind, requested the General Conference for permission to sell.³ At the same time the committee appointed a work group to visit one

¹ It is difficult to determine how early the possibility of selling Newbold Revel became known to the union administration. For some reason it was not made public until the Binfield property had been found and even then the purchaser's name was not mentioned. Porter comments that this was because the offer came from the Roman Catholic church. See Porter, "Newbold Revel Estate," Old Newboldian 6 (Summer 1983):9.

² H. W. Lowe to J. L. McElhany, 18 September 1945, RG11 1945-NED, GCAr. It was feared that socialist policies of equalization of wealth, etc., would result in further property sales.

³ H. W. Lowe to W. Nelson--cable, 7 June 1945, RG31 1945-BUC, GCAr. This cable indicates that the union administration knew at least by early June 1945 that they had a purchaser for Newbold Revel. It tends to preempt the reasons for the sale listed on pages 128 and 129.

of the "some eighty estates" that had been inspected in the past year.¹ This estate was situated near the town of Cheltenham in Gloucestershire, approximately 100 miles west of London. The work group recommended its purchase, having made an offer of £40,000. 0. 0 for 620 acres and the mansion. The offer was later increased to £42,000. 0. 0, but was apparently turned down by the owner.² Meanwhile the Roman Catholic church, the party interested in the Newbold Revel estate, had first offered £45,000. 0. 0, then £50,000. 0. 0 for that property. The union committee accepted this amount in October 1945 and continued to look for an alternative site.³ In October, the work group brought in another list of estates, none of which proved satisfactory. The sale of Newbold Revel increased the urgency for finding a new site. The committee even tried advertising in the land-owning-society magazine, Country Life. Finally, early in November, Murdoch, the college principal, received word of two smaller properties in Binfield, Berkshire. He took several members of a newly-formed study group to inspect them. These persons returned to Watford with a favorable report.⁴ The committee took an action on November 6, 1945, to purchase the properties for the asking price of £25,000. 0. 0 from their owners, Messrs. International Stores

¹H. W. Lowe, "Maturing Plans," BAM 50 (30 November 1945):1; GC Min, 12 July 1945, p. 1966; W. Nelson to H. W. Lowe--cable, 12 July 1945, RG31 1945-BUC, GCAr. This required a unanimous vote by the union conference committee for sale and purchase.

²BUC Min, 9 July 1945, p. 26; 11 September 1945, p. 30; 23 October 1945, p. 42.

³BUC Min, 23 October, 1945, p. 41; 4 December 1945, p. 51.

⁴BUC Min, 11 October 1945, p. 39; 23 October 1945, p. 41; D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982; H. W. Lowe to D. C. Beardsell, 13 June 1983, Personal File.

Limited of London. The first property, Moor Close was a mansion built in 1919 for a plantation owner with estates in the Far East. It was a large picturesque building which had most recently been used for a girls' school.¹ The property had forty acres of land and a few farm buildings. The second property, Binfield Hall, consisted of eleven acres and a multistorey residence, separated from the first by about 300 yards at the widest point and by a small field at the narrowest point.²

Organizing the Move

Within a few weeks of the purchase, the owners of one of the wartime properties being used by the college in Birmingham requested repossession by March 1946. This meant that the administration had to close negotiations for the Binfield properties and the Newbold Revel estate and plan for the move of the institution from Packwood Haugh to Binfield before March of that year.³ The first action taken by the administration was to approve the building of a dining room as an extension to Moor Close. The footings for an extension 71 feet by 33 feet were already in place, and construction of the extension was one of the easier tasks to handle. This was the room that was named Bartlett Hall.⁴ The second action was to engage an

¹BUC Min, 6 November 1945, p. 44; D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982.

²BUC Min, 6 November 1945, p. 44: H. W. Lowe, "Maturing Plans," BAM 50 (30 November 1945):1.

³BUC Min, 4 December 1945, p. 52.

⁴Ibid., p. 53. Bartlett died in August 19, 1947, not long after the dining room was completed. Madgwick indicates that the dining room was built with funds donated by Bartlett. W. R. A.

architect and arrange for the immediate construction of the dining room, faculty houses, and the essential renovations required for immediate occupation of the two main buildings.¹

In order for the relocation to proceed smoothly at such short notice, there had to be careful organizational planning. A number of steps were undertaken in the planning process. The study group known by now as the "Committee of Six," remained in overall control.²

Under them a working party was organized and authorized by the union committee to move to Binfield and prepare the buildings, utilities and grounds for the move. One of the party was appointed as the builder, and he was given his own team as a sub-unit.³ At Packwood Haugh the principal organized a team of volunteers, faculty and students, to strip the properties of everything that belonged to the college and load it into removal vans hired for the project. Originally the move was planned for the midterm break in March. Before the end of the school term in December 1946, the government, desperate for any available accommodation for displaced persons in need of

Madgwick, "Recollections," Old Newboldian 1 (August 1980):14.

¹BUC Min, 22 January 1946, p. 3. The architect was G. Mitchell of Binfield.

²BUC Min, 23 October 1945, p. 42; 4 December 1945, p. 51. The six members were: H. W. Lowe, A. Carey, W. G. C. Murdoch, A. H. Thompson, N. H. Knight, and J. Rigby.

³The union committee set up a working party including the following: H. J. Kohler (in charge), R. Musgrave, J. Rigby, M. Tyler, H. Crocker, M. Aikenhead, A. Blackburn, F. Wood, V. Hall, E. Waring. This group was empowered to co-opt others to work. They called on students to work, several of whom were able to earn their tuition fees while assisting in the renovations. R. E. Graham was one of those students, being involved in the removal from Packwood Haugh and the subsequent setting up of school equipment, etc. BUC Min, 4 December 1945, p. 52; D. C. Beardsell interview with R. E. Graham, 20 October 1982.

housing, threatened to requisition the empty Bracknell properties.¹ This forced the college administration to move forward the removal date and delay the opening date of the spring term. Two days before the students left for the Christmas break the principal called for volunteers and organized his moving team. The move took almost six weeks, loading three vans a day. The careful planning resulted in a successful operation, and the college was relocated in Binfield in time to open school on February 6, 1946.²

Because of the accelerated timetable, there had not been sufficient time to find accommodation for the faculty. Consequently several of them had to lodge within the students' residences. By the end of March 1946, a third property, adjacent to Moor Close and consisting of a mansion and four acres of land was purchased for £8,750. 0. 0. This building was called Popeswood to commemorate the poet, Alexander Pope, as a one time inhabitant in Binfield.³ At the same time, a large building, Farley Copse, across the main Bracknell-to-Reading highway, was rented. This gave the college adequate housing for the faculty until such time as the duplex houses authorized earlier by the committee could be constructed.⁴ To complete the

¹D. C. Beardsell interview with R. E. Graham, 10 October 1982; BUC Min, 4 December 1945, p. 53; H. W. Lowe, "Our New College Home," BAM 50 (14 December 1945).1.

²BUC Min, 31 January 1946, p. 20; D. C. Beardsell interview with R. E. Graham, 10 October 1982.

³BUC Min, 27 February 1946, p. 29; H. W. Lowe to E. D. Dick and W. E. Nelson, 29 March 1946, RG31 1946-BUC, GCAr. Pope's home was located approximately 500 yards north of Popeswood Lodge. He was according to tradition, fond of roaming through the woods which extended across the Newbold farm and which probably covered the area where Popeswood Lodge stands today. See F. Wood to D. C. Beardsell, 30 June 1983, Personal File.

⁴BUC Min. 4 March, p. 30.

organizational arrangements of the relocation operation, a sub-committee of business managers was appointed to prepare a schedule of rehabilitation costs for the new Newbold Missionary College. The committee produced the report by the end of March 1946, and the union administration forwarded it to the General Conference for consideration and action.¹

The purchase of one more property completed the immediate program of relocation, although more land and properties within the village of Binfield were acquired in subsequent years. This property, known as Egremont, was a strategic one lying adjacent to the Moor Close land on the Binfield Hall side. It consisted of a two-storey building and three acres of land and was purchased for £9,000. 0. 0. This gave the college a total of five major buildings, one of which was rented. The college now owned fifty-eight acres, and had the use of an additional eighty acres. With the purchase of Egremont, the college lost interest in Farley Copse, a matter which would be regretted in the future.²

By the end of 1946 the relocation of the college had cost the union approximately £80,000. 0. 0, while the sale of Newbold Revel on August 26 had brought £50,000. 0. 0. This left a shortfall of £30,000. 0. 0--which the General Conference provided in the form of a £10,000. 0. 0 special grant for the purchase of buildings and

¹BUC Min, 26 February 1946, p. 23. The committee comprised A. Carey, J. Rigby, N. H. Knight, A. H. Thompson, and W. G. C. Murdoch. See appendix I, p. 432 for the rehabilitation schedule.

²"The College," *Col Cal*, 1948-1949, p. 5; BUC Min, 9 September 1946, pp. 95, 96. The buildings purchased in 1946 included Moor Close, Binfield Hall, Popeswood, and Egremont. Farley Copse was rented.

£20,000. 0. 0 from the general war rehabilitation fund.¹

The Binfield Campus as a Modern
College Facility

One of the major problems, particularly for a facility planner, in the acquisition of the Binfield properties, was the inability to pre-plan a campus design. This problem relates closely to the overall concern emphasized in this discussion on the relocations of the college, the concern that the lack of planning to provide adequate or more-than-adequate facilities seriously hindered the development of the institution towards full senior status.

The Location and Environs

As the plot plan on page 251 indicates, there is no particular pattern to the Newbold College campus, although it exemplifies more closely that of a street plan than of any other. This lack of design is due to the college being developed from a patchwork of purchased properties, five of which are contiguous to one another, the others lying along the same road. To these have been added buildings planned for specific purposes. This combination of the existing and the newly-built gives the college a unique appearance, and one not without its beauty. This type of layout, however, caused difficulties in the attempt to develop an efficient and unified campus.²

¹BUC Min, 30 January 1947, pp. 28, 29. See appendix I, p. 432 for the rehabilitation table which lists the expenditures for the Binfield purchase.

²Because there is no officially prepared master plan of the college other than a plot plan similar to the one displayed on page 136, it is conceivable that this dissertation could be used to assist in the development of a plan. A detailed plot plan, showing possibilities for development, was prepared by a professional firm of architects in 1965.

Newbold College was located in the Royal County of Berkshire, about thirty-five miles west of "the City" of London.¹ London airport (Heathrow) lay between the city and Newbold, approximately twenty miles east of the college. The three locations were tied together by motorway (freeway), making access straightforward either to the airport or London.

The college was two and a half miles from the shopping center of Bracknell New Town (40,000 population). Good rail and bus routes linked these centers and Newbold, with the railway station in Bracknell and bus stops right at the gate of the college. These also provided direct links to London, with less direct services to the airport.

The immediate community of the college was the village of Binfield with a resident population of 2,000. Originally the residents of this village occupied themselves with farming, but the majority of residents became commuters to London, Bracknell, or Reading, a city of approximately 100,000, about ten miles to the west. The relationship of the college to the community was cordial, and the college took a limited part in local affairs.

Bracknell New Town has been developed as one of the satellite towns for London, based on a postwar development plan for the city that provided a ring of satellite towns to draw off some of the metropolitan population by moving light industry out of the city. The town has been specifically planned and developed to provide light industry with a labor source. It has developed rapidly and in 1983 bordered on the college. It is conceivable that within the 1980s

¹"The City" is the name given to the center of London, a relatively small area in which are found the commercial and administrative institutions of the metropolis.

the town will completely surround the college property.

Almost no community educational services for either Binfield or Bracknell (other than the enrollment of a few children in the junior school) were provided by the college. Since the college did not play an important role in the planning of the government of the area, in the 1980s it would probably have to fight more and more vigorously to survive, especially as land became more difficult to procure for development by the Bracknell Town Development Corporation.

The Campus

The college site consisted of about eighty-four acres of gently sloping land, west to east. It was bounded on the west by a public road with one major building on the western side of the road. This road provided major access to the site. There was a minor road running along the eastern boundary allowing access to the farm. A private road linked the two public roads through the farm. The site was well served by municipal utilities including power, water, and a mains effluent disposal system.

The properties in existence at the time of the 1946 purchase and subsequently procured included:

1. Moor Close. This building contained the ladies residence, the school cafeteria, with two maintenance shops in the basement.
2. Egremont. This two-storey structure was used for overflow accommodation, instruction, and faculty offices. It occupied a prime location and could be demolished to make room for a church or other major structure.
3. Binfield Hall. This older building was used for married

students' accommodation.

4. Popeswood Lodge. This building was used for faculty apartments.
5. Crossways. This was a separate property used for married student accommodation. Additional residences were constructed on this property in the 1980s.
6. Parkham. This was another separate property used for faculty/staff apartments.
7. Winton Croft. This separate property was used for married student apartments and had from time to time been considered expendable.

New buildings constructed since the site was procured include:

1. Salisbury Hall (completed in 1956). This main college block housed administration, formal instruction, faculty offices, college bookstore, and the chapel/auditorium-- which had a seating capacity of 400.
2. Keough House (completed in 1962). This men's residence housed ninety persons.
3. The Gymnasium (completed in 1972). This was used for sports and athletics as well as for the annual graduation services.
4. The Library (completed in 1974). This housed approximately 50,000 books. It was designed so it could be duplicated by addition of an identical wing.
5. Binfield Hall Apartments. These were being constructed as an expandable complex. Three sections had been completed as of 1983.
6. Newbold School (constructed in the late 1960s). This

church primary school served the college and the local Adventist community, but it was operated by the South England Conference of Seventh-day Adventists.

7. Faculty/staff houses. Seven or eight individual homes were owned by the college and rented to faculty. These had been built or purchased as and when required. A number of faculty purchased their homes.
8. The Seminary (completed early 1983). This building included six lecture rooms, sixteen offices, a recording studio, and a bookstore.

The Major Buildings

Salisbury Hall was the main academic building. It was a two-storey structure with approximately 16,000 square feet of space, housing ten classrooms, six teachers' offices, and an auditorium with seating capacity of 400, containing an administrative suite of six rooms, with four toilet blocks, and was built of red brick.

The rectangular-shaped library was two floors approximately 100 feet by 40 feet (approximately 8,000 feet of floor space), and accommodating 125 readers and approximately 50,000 books. It was of modular construction with red brick veneer. Space was provided for future development.

The two-storey Seminary building, also of red brick, housed six classrooms and sixteen teachers' offices. Approximate floor space was 10,000 square feet. Plans called for the construction of a chapel to seat 400 persons.

Moor Close has existed since the turn of the twentieth century. The large red brick mansion has no particular style. It accommodated

100 women, and housed the cafeteria and kitchen, a chapel, two lounges, as well as two faculty/staff apartments.

Keough House, constructed in 1962, accommodated ninety men. It also included two lounges, an administrative wing, and a faculty apartment. This two-floor red brick building had a total floor space of approximately 13,000 square feet. Its design permitted an extension for an additional fifty residents.

The Gymnasium constructed in 1972 of reinforced concrete sections provided a large indoor recreational area. Its floor space of approximately 40,000 square feet provided spectator space, changing rooms, and an administrative area as well as the playing area.

Binfield Hall, a married students' apartment complex, was planned ultimately to consist of twenty-four apartments, in four double-floor wings in the form of a square around a court yard. These four apartment blocks were to be of red brick. As of 1983 two blocks were completed, and the third was under construction.

As the space relationships model found on page 252 below indicated, there was the possibility of further development on the Binfield site in the areas of instruction and campus social life. Large scale expansion of residential space, however, hinged on the availability of land, thus a significant increase in student enrollment depended on acquisition of more land of which there was very little in the immediate area. Available land was extremely costly and competition for it was intense. A church and a student center were urgently needed, and space for these structures was available on the present campus. It was possible to extend the library to double its size, another essential project, as the existing library was inadequate

for the holdings required for advanced educational programs such as the college envisaged (see chapter 5). The necessity to use available land for new facilities had forced the closure of the dairy farm. This had been replaced by an extension of the market garden program. The lack of land not only restricted facility development and the operation of an educational institution attempting to follow Adventist philosophies regarding total training, but alternative uses of space were impossible, such as space for sport or for parks, gardens, or promenade areas essential for recreation.

The Effectiveness of the Binfield Location

Newbold College has been located in Binfield for thirty-seven years as of January 1983. This period compared with twenty-four years at Stanborough Park, nine and one-half years at Newbold Revel, five and one-half years in London, and five years at Hockley Heath. Of the eighty-one years of its existence, the college had spent almost half in Binfield. This seemed to indicate that this site has been more effective than any of the other locations. This would be simplistic reasoning, although the length of time was one factor in its favor. There were advantages and disadvantages to the Binfield location. A study of these factors lead to a number of speculations, the more important of which are discussed in the chapter on conclusions and recommendations.

Advantages

Newbold College proved to be ideally sited in regard to modern communications. It was less than half an hour by road from the

nation's largest international airport to which it was linked by an expressway. There were fast and reliable road and rail links with London and other parts of the United Kingdom. These communication links made it easy for students and visitors to reach the college from all parts of Europe. Rapid communication made it easy for students and faculty to draw on the cultural and other offerings of London and other parts of Britain.

The campus, although somewhat spread out, was reasonably efficient and easy to maintain. The concentration of new buildings in one area aided in this efficiency of operation. The campus had a simple beauty of its own. It was also located in one of Britain's most beautiful counties, the Royal County of Berkshire, itself a source of much historic and cultural interest.¹ The proximity of several modern towns made living at Newbold easy and straightforward when it came to the availability of products for the home and the college.

Although the college is small and without the academic resources that a larger size could provide, such as research or library facilities, the disadvantage was offset by the multiplicity of large educational institutions within a radius of forty miles. These included the University of Reading, the University of Surrey, Oxford University, and London University, with the many colleges, and the British Museum.

¹Some of the points of interest and culture are: Windsor Castle--the Queen's formal country palace, Eton College, The River Thames, Runnymede--the spot where King John signed the Magna Carta, Ascot Racecourse, and the Royal Military Academy at Sandhurst.

Disadvantages

The main problem from the beginning had been the lack of land, especially for an institution that had become used to "breathing space."¹ Murdoch, who moved the college to Binfield, saw this problem. Being a farmer at heart, he recognized that farmland could be doubly useful. Besides producing foodstuff, it could also act as a buffer. He tried to negotiate for a farm with over 200 acres while there was still money available, but he was overruled by the union administration.²

The lack of land meant there would be competition for the little available. The dairy farm that was started finally had to surrender to the greater need of space for buildings. A more difficult problem to solve was the encroachment of urban development, with little farmland to act as a green belt or buffer zone. This identical problem caused the administration of the union to move the institution fifty years earlier. On the other hand, this same urban development has inflated the value of college land to the point where the institution was an exceedingly valuable investment.

The land shortage, as well as local by-laws that had been passed by the Bracknell urban council since World War I had severely

¹The church owned 325 acres on the Newbold Revel Estate. See p. 124.

²D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982. H. W. Lowe has indicated that at the time of purchase there was discussion as to the creation of a "greenbelt" between the college property and the village of Bracknell. See H. W. Lowe to D. C. Beardsell, 13 June 1983, Personal File. The town was selected by the government in 1949 as one of the eight new towns to be built within a radius of thirty miles of London. See The Bracknell and District Official Guide (1979), p. 23. Therefore it was impossible, time wise, for the union and college administrations to have reacted to a possibility of shortage of land in 1945 when they purchased the properties in Binfield.

restricted the development of any student-oriented industries such as were operated at Newbold Revel and Stanborough Park. This affected the implementation of a truly Adventist educational program, although for practical purposes the financial necessity of such industries had long since been reduced to negligible proportions.¹

There were several instances of agitation to move from Binfield. The first came as early as 1949 when the British Union Conference committee voted to return the college to its old site at Stanborough Park, allowing for expansion by relocating the Stanboroughs Sanitarium.² Another instance was in the early 1970s when another private college within five miles of Stanborough Park closed and was available for purchase. A third instance occurred in the early 1980s when Newbold Revel again became available.³ These instances pointed to a possibility that given the right circumstances another move could conceivably be considered.

¹Alternative forms of student income in the post-World War II period have removed the financial dependency of students in industries. Some of these alternatives are: literature sales programs in other countries such as Norway and Canada, county awards and grants, favorable exchange rates for European and American students, the increase in the number of married students with the spouse supporting the student, part-time employment opportunities in the new town industrial park. A study of these non-financial aspects of student industries would be an important extension of this project.

²BUC Min, 12 January 1949, pp. 1-4. Subsequent union committee discussions during 1949 indicate that the difficulty of resale and the counsel of the General Conference administration first postponed, and then cancelled, the plan to move back to Stanborough Park. BUC Min, 22 March 1949, p. 37; 11 May 1949, p. 44.

³The Post Office Department purchased Newbold Revel in 1978 for a staff training school. This did not materialize and the property was placed on the market again. The Adventist church looked at it briefly with the thought of possible purchase. After some interest raised by members of Newbold College faculty and others, the idea was abandoned. See J. Woodfield to D. C. Beardsell, 21 June 1982,

Summary

This chapter discussed in depth the three major moves of the college. The move to Binfield took Newbold College to its most recent location. Each relocation had been undertaken for a specific purpose. The first location in London was to achieve a simple though important goal, that of providing a training school for a needy constituency. Its important task was to establish the school firmly enough to avoid abortion and destruction, but the college needed space to develop. The first move to Watford fulfilled a dual objective, to provide a permanent home for a coeducational school in a rural environment, but the competition for space with the other institutions that the British Union Conference had clustered together on the Park proved too much of a problem. The second move, to Rugby, gave the college its independence and lebensraum, or space to develop its own peculiar character. Here heavy administrative costs and the war worked together to persuade the union to move the college again. The third move was intended to rehabilitate an institution that had suffered through five war years. The war that changed the secular world did not leave the church and its institutions untouched. The time was overdue for the college to achieve the purpose of its establishment, that of preparing the youth of the church for excellence in the postwar world, by reaching the status of a senior college, an objective that had already been in the planning stages for more than two decades.

With the move to Binfield the "missionary mindedness" of the

Personal File; D. S. Porter, "The Newbold Revel Estate," Old Newboldian 6 (Summer 1982):10.

college appeared to metamorphose into an international attitude. This became progressively more apparent as the college became a division institution, formally catering to a constituency of which Britain was only a part. The attitude was symbolized by the removal of "Missionary" from the official title of the college in 1961.¹ The process of internationalization and the search for senior status are discussed in separate chapters.

Restlessness is a characteristic that can be defined but not easily explained. It appears in the life of an institution as it does in an individual. Newbold College has been a restless institution. Its present location gives indications that may cause another move. It is cramped for land, it needs curriculum diversification, it needs to grow. Whether these factors will deepen in intensity to the place that a move becomes a reality only the future can unveil.

¹Newbold Missionary College Constituency Minutes, 12 April 1961, p. 1, filed with Newbold College Board Minutes for 1961.

CHAPTER III

THE INFLUENCE OF INTERNATIONALIZATION

Introduction

A historical study of Newbold College leaves an impression that it is the history of an educational institution intended from its beginning to train workers for more than the British church. This chapter attempts to give substance to that impression by analyzing the statements Daniells made about the beginnings of the British school. It examines how the statements are related to the theories and practices of the missionary movement in the Christian church in North America and Britain in the latter part of the nineteenth century and overflowing into the present century. The chapter then traces the groundwork for internationalization in the British college from its inception in London until its location at Newbold Revel. A detailed study is made of the Newbold Revel years of Newbold College--especially of the decade of the 1930s when the superstructure was constructed upon the foundations laid in the first three decades that enabled the college to become a genuinely international institution during the postwar period.

World War II brought a five-year interregnum after which the process of internationalization accelerated rapidly and became merged with the recent development of the college towards senior status. From this period on, it is impossible to study the one aspect without

the other. This chapter makes only a brief statement regarding post-war internationalization leaving a detailed study for chapter 5. The issue of internationalization is deeply interwoven with the development of the college, and this chapter endeavors to show how the various administrations were involved with it, sometimes unwittingly. As in the study of the other issues, this chapter also includes a brief study of the major personalities who worked with and for the college.

One student of Newbold College during the late 1920s wrote:

My first impression of the college was its international flavour, for the then preceptor (we had never heard of "Dean of Men" in those days) ushered me into a room for four, one from Hampshire. . . , one from Iceland whose English was fractionally better than our Icelandic, and a German.¹

This statement was made prior to any discussion about a senior college, or a Continental department, and shows that internationalization had already become a part of college life and an influential factor in its operation. This chapter begins with an outline of mission theory.

An Outline of Foreign Mission Theory as a Factor in the Establishment of the College

A full discussion of foreign mission theory is too vast a subject for this paper, for it would have to cover not only the development of theory in the United States of America but an equally valid development in Britain and Continental Europe, especially Germany.²

¹Edward E. White, "The Newbold I Knew," The Old Newboldian 1 (Autumn 1980):4, 5. White was referring to the 1927-1928 school year, his first year as a student.

²Mission is defined for this discussion as the capability which is developed to communicate the Christian Gospel across cultures, and

If space permitted, a discussion of missionary thought emanating from these two Protestant Christian nations and others would be profitable, since Newbold College was established in Great Britain under a dynamic Adventist leader whose personal background was from Germany.¹ This discussion concentrates on a brief resumé of American Protestant Christian missionary thought with brief references to British thought. It then looks for evidences of Adventist mission theory that paralleled Protestant missiology, and which influenced the establishment of the British College.

Mission Theory in the American Protestant Church

Charles Forman divided the history of modern American missionary theory into four periods, starting in 1810 and ending in 1952.² The

the process of assisting people to go from one culture to another for the purpose of Christian witness.

¹Louis Richard Conradi was born in Germany, migrating to America at seventeen years of age. He first studied for the Roman Catholic priesthood, but was converted to Adventism in 1878. He married William H. Wakeham's sister in 1882 and was ordained as a minister the same year, having completed Battle Creek College two years before. He was sent to Europe in 1886 where he travelled extensively promulgating the Adventist faith. He helped to organize the Adventist church in Europe and became its director until 1922. He continued to influence the progress of the church, one way or the other until his retirement. Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia, rev. ed. (1976), s.v. "Conradi, Louis Richard;" "Obituaries - Mrs. L. R. Conradi," RH 105 (26 April 1928):22; D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982.

²Charles W. Forman, "A History of Foreign Missionary Theory in America," in American Missions in Bicentennial Perspective, ed. R. Pierce Beaver (South Pasadena, CA: William Carey Library, 1977), pp. 69, 70. The material for this resumé comes mainly from Forman's essay on Mission Theory History, with a perspective gained from the author's personal experience and background as a child born of lifetime missionary parents, and twenty years of personal foreign service for the Seventh-day Adventist church. The concentration is on American Mission theory history because the Adventist church draws its roots mainly from American Protestantism and much of its missionary thought and activity stems from its American origins. This

first period continued to 1890 when the constancy of thought typical of most of the nineteenth century gave way to a burst of enthusiasm for missions and an increase in the volume of writing on missiology. Forman called the period from 1890 to 1918 "the heyday of American missions." The third period, from 1918-1940, produced some unique expressions of mission theory, perhaps reflecting the troubled times that society was passing through between the two wars. The fourth period ended in 1952 with the International Missionary Council meeting in Willingen, Germany.

The First Period to 1890

It is possible to say that the modern missionary movement came from the Great Awakening at the end of the eighteenth century. During the early years the movement was involved in considerable evangelistic action while minimum attention was given to description of missionary theory. Yet there were some who attempted to outline a system of thought that underlay the activity of foreign missions. Samuel Hopkins (1721-1803) expounded upon the "universal disinterested benevolence" of Christian action, which gave the theme to nineteenth-century missions. This taught that the foreign missionary, in his commitment to the will of God, would serve anywhere with no regard for earthly, or even heavenly, reward. He looked forward to a time

is not to depreciate the importance of British or European Protestant theory or their history. If the British Adventist church could have been a stronger base of operations, more understanding would have been apparent in the British colonial territories and spheres of influence when Adventist missionaries encountered their Protestant colleagues on the ground. The problem was that the British Adventist church did not become numerically strong enough to produce enough foreign workers to make the impact needed, and to provide this source of Anglicized Adventist understanding.

of universal unity which banished sin and suffering. Such world-embracing altruism was typical of missionary thought during the nineteenth century, but it had its sordid side in the inherent differentiation between the good and the bad, the converted and the unconverted, the Christian and the heathen, and the adopted differentiation between the citizens of Christian lands and those who lived in the darkness of paganism across the seas. In this perspective Forman saw the United States of America as a young nation with nationalistic aspirations reflected in the American missionary's sense of destiny. In terms of service, to a world less fortunate and in need of what the missionary as an American could provide.

More important, perhaps, was the impetus provided by the acceptance of the Great Commission of the church to evangelize the world using and offering the love of Christ. This impetus was given further urgency by the widespread feeling in American Protestantism that Christ's kingdom was about to be established. The turmoil of the early nineteenth century, and the later scramble for overseas territories by the European powers--which temptation the United States did not completely avoid--were signals to the Christian church that the kingdom was near.

The certainty of success attached to the Great Commission and to impressive examples of that success blinded the participants to the need for careful study of the process of mission.¹ There was at

¹Forman mentions historical examples such as the conversion of the Roman Empire and the spread of Protestantism in Northern Europe. He quotes contemporary instances of the wholesale conversion of peoples in Madagascar and Polynesia. See Forman in Beaver (1977) p. 76. Adventist examples on a smaller scale may be listed as the island of Pitcairn and the large scale conversions to Adventism in some Adventist "spheres of influence" in East and Central Africa.

least one American missionary leader who attempted to foresee what would happen to the missionary movement. He was Rufus Anderson (1796-1880), the secretary of the American Board of Commissioners for Foreign Missions from 1826 to 1865.¹ He foresaw the difficulties that Christianity would get into by not differentiating between conversion and civilization. He saw too, the need for the development of indigenous leadership of indigenous churches. To him preaching the gospel meant strategic planning as well as evangelism. He was partially responsible for the idea of a self-operating, self-supporting, and self-propagating indigenous church.² This meant to him the establishment of training institutions and the development of a local church leadership, using its own culture and language. Services such as schools, medical programs, social enterprises were to be its responsibility and were not to bear down the mission organization with activities that could and, as time showed, would often bring it into disrepute.

As the missionary movement entered the second period of its

¹Rufus Anderson was born in Yarmouth, Maine, educated in Bradford Academy, Bowdoin College, and Andover Seminary, earning his doctorate at the last. He became the Associate Secretary of the Board in 1826. He was appointed the General Secretary in 1832 remaining in that position until he retired in 1866. He became the most influential American Missionary statesman, administrator and theoretician. Almost all American Protestant Agencies adopted his aims for missions. One of his major administrative policies was the building up of the indigenous churches. Stephen Neil, et al, eds., Concise Dictionary of the Christian World Mission (1971), s.v. "Anderson, Rufus."

² Another was Henry Venn (1796-1883), the Chief Secretary of the Church Missionary Society. He was a fellow of Queen's College, Cambridge. He became the Chief Secretary in 1841 and held the post until 1872. He held the same understanding of indigenous churches as did Anderson--self-supporting, self-governing, and self-extending. Concise Dictionary (1971), s.v. "Venn, Henry."

history, it involved itself in more than preaching and training. Indeed, it found, as it demonstrated in India, China, and Africa, that it could successfully run educational and medical systems. In its enthusiasm for projects it became as involved with the social uplifting of the "heathen" as in converting them. It also developed the "colonial mind" and adopted many of the attitudes and methods of the colonizing powers.¹ From these habits of endeavor Protestant missiology has had difficulty extricating itself.

The Heyday Period, 1890 to 1918

The second period in the history of mission theory, from 1890 to 1918, was significant for the fact that more countries in Asia and Africa opened their doors to the West and its influences than heretofore, one of these influences being Christianity. Protestants sensed that the day of opportunity had arrived. Mission work became the central activity of the church and the measure of its spiritual condition. The interest shown by the evangelized countries in things Western tempted the churches to become involved in social works, the so-called "social gospel." It also became popular to advertize the sociological accomplishments of mission organizations, and numerous books were produced heralding these feats.² So strong did the interest in social activity become that some writers feared that missions were accomplishing more in social uplift than in spiritual

¹R. Pierce Beaver, ed., To Advance the Gospel: Selections from the Writings of Rufus Anderson (Grand Rapids, MI: William B. Eerdmans Publishing Co., 1967), p. 38

²James, S. Dennis, Christian Missions and Social Progress, 3 vols. (New York: Fleming and H. Revell, 1897-1906); Henri Alexandre Junod, The Life of a South African Tribe, 2 vols (New York: University Books, 1912, 1962).

conversion of the heathen to the Christian gospel.¹

Besides the volumes being written on sociological mission, there was a considerable increase in writing in and about mission theory. Denominations increased the offerings on mission study in their colleges and seminaries, and this had its effect in the increased publication of lectures and learned papers. The theory that was written about concerned comparative faiths, the level of conversion, the question of salvation, comparative ethics, and similar topics. During this period there developed two schools of thought regarding mission activity. The first, led by men such as Arthur T. Pierson and John R. Mott, declared that mission involved completeness of witness and a rapid evangelization of the world. The second, led by Chalmers Martin, Edward Lawrence, and others, called for Christianization of the world, which was a slower process because it involved much more institutionalization and civilization than the first.² These two methods of witness led to different approaches to the process of mission as well as to its theory. They led to frequent conflicts between the various protagonists in written attacks and face to face conflict, as Adventists came to find out as they advanced their mission work into the "spheres of influence" of other mission societies.³

¹See Forman in Beaver, p. 83.

²Ibid., p. 88.

³In many British colonial territories the administrative authorities divided the territory among the different mission societies. This was supposedly to ensure peace among the various groups as well as an attempt to cover the whole territory when administering the Christianization of the local populace. When the Adventist church first entered a territory it tended to cooperate with the plan, but believing it had a universal mandate it would sooner or later break the rules by crossing over into other "spheres of influence."

Two personalities should be mentioned as having influenced mission thought in this period. The first was John R. Mott (1865-1955), a product of Pierson's Student Volunteer Movement and a leader in the World Student Christian Federation and other international Christian bodies.¹ Mott wrote aggressively on the opportunities that lay before the Christian church in the non-Christian world. He worked out schemes for organizing the evangelization of the world and was very influential when presenting these to the Edinburgh Conference of 1910.²

The other name was Robert E. Speer (1867-1947). He was the General Secretary of the Presbyterian Board of Foreign Missions and wrote extensively, while serving in that capacity, in the field of missions and in the area of Christian faith. Forman called him

¹The World Student Christian Federation was founded in Sweden in 1895 through the efforts of John R. Mott, the Secretary of the North American Student Christian movement. This organization was originally formed from five student groups--the North American, British, German, Scandinavian, and Mission Lands. Its aim was to attract potential national leaders and win them for Christ, thus its greatest contribution to the Protestant Mission movement was the training of leadership. See Concise Dictionary (1971), s.v. "World Student Christian Federation, The."

²The 1910 Edinburgh Conference was one of a series of Missionary Conferences held during the nineteenth and twentieth centuries. The earlier ones were "home base" meetings to organize mission programs and discuss mission theory and strategy. The later ones discussed the common concerns of Protestant missions at work. The above named was the first truly international meeting where representatives of the American, European, and Oriental churches met in an inter-denominational forum. It led directly to the ecumenical movement among non-Roman Catholic churches. From it came the International Missionary Council which in turn became part of the World Council of Churches in New Delhi in 1961. The Edinburgh Conference is considered the most influential of all the conferences held since 1855. See Concise Dictionary (1971), s.v. "Conferences, World Missionary," pp. 134, 135.

"the greatest leader of American Missions after Rufus Anderson."¹

Adventist thought reflected

It was in this milieu that the Adventist church launched its mission program. It was not by accident that Adventist mission work was started in Africa, the Middle East, Central and South America, India, and the Far East from the late 1880s and into the 1890s.² Many of these territories were under the direct rule or were influenced in some way by Great Britain. This fact was well understood by the leaders of the Seventh-day Adventist church in North America. They saw Britain as a staging ground or a "halfway house" in the evangelization of more than one quarter of the globe, so extensive was the influence of the British Empire at its peak. Ellen White wrote of the establishment of the church in Europe that "would give opportunity for the training of workers for the darker heathen nations."³ The Adventist yearbook for 1888, in reporting on missionary activity in Britain, clearly indicated the views of the Adventist church regarding Britain. It declared:

This city [London] has a population of nearly 5,000,000. One hundred laborers could find employment as canvassers and Bible workers there until the Master comes. England's colonial possessions are to be found in all parts of the world. The sun never sets on her territory. . . . London is a great commercial center. Her shipping is immense. From it publications can be sent to earth's remotest bounds.⁴

¹Forman in Beaver, p. 91.

²See Schwarz, pp. 216-231. Schwarz's titles for his mission chapters echo Protestant mission thought. They include: "Worldwide Outreach," "Mission Advance," "Into All the World," and others.

³White, Testimonies, 6:25-27. See pp. 7-10 above for other statements about England.

⁴SDA Yearbook, 1888, p. 107.

Prescott made a significant statement in the light of the foregoing discussion on mission thought. He was speaking to the Adventist church at the 1901 General Conference when he said:

England does not differ essentially from China or India as regards population, except in this respect. The population is of a different class. It is not saying anything new, of course to say that England is the center of the world, and that the influences that go forth from there are felt more widely than the influences from any other part of the world. It makes no difference of what country this is said. To be able to say it of a country shows that that country is a very important center of our work and that in its influences ought to be set in operation that will work on behalf of the message.

I am sure it will be apparent to all that there must be a center in England, a center in which a work shall be done that will make its influence felt in every part of the English-speaking world. There is no place on this earth which is so much the center for missionary operations among other denominations. I expect to see the time when London will be the center of the missionary operations of this message, a place from which the truth will go forth to all parts of the world, especially to the dark parts of the world.¹

Ellen White, in speaking to the same group of delegates from all parts of the world, said: "We talk about China and other countries. Let us not forget the English speaking countries, where if the truth were presented many [would] receive and practice it."²

These statements almost echo the missionary theory of the American Protestant leaders of the period, although in mission practice the Adventist church was not always in line with them. Adventist mission theory was almost a combination of the two lines of thought mentioned above. It held to the theory of rapid worldwide witness, but it reserved the right to develop its witness into full instruction

¹W. W. Prescott and Mrs. E. G. White, "The Work in England," GC Bulletin, 19 April 1901, p. 394.

²Ibid., p. 396.

for discipleship anywhere in the world, with no respect for the zoning ideas of the Protestant leaders. Herein lies some of the significance of London as a halfway house, as a training center for those who were to instruct the disciples of the English-speaking church. (See p. 188 below).

The Inter-War Period, 1918 to 1940

Forman's third historical period of world mission theory lay between the two world wars. Mission work in this period suffered from "criticism, crisis, and confusion." Support for missions suffered from postwar demoralization and then from the depression and its attendant problems--unemployment and shortage of funds. Mission theory, however, continued to be developed and discussed. Much of it took the form of a defense and apology for missions in the face of cynicism, disillusion with internationalism, and democracy. There was also a continuation of interest in the social angles of mission. Studies were made on family life, rural living, and development of agriculture. An interesting phenomenon was the change from eulogizing all that was good in American society to a critical attack on the evils in that society, the inadequacies of American life, and this affected the spread of the gospel in the rest of the world. This reaction was a logical continuation of the process of civilizing while converting. When the civilizing pattern appeared deficient and not up to the standards that the gospel demanded, it brought embarrassment to those who were trying to uphold it. Anderson's fears proved to be correct when he predicted that the close tie of gospel to

culture would be detrimental to both.¹

There were studies that suggested the interaction of Eastern and Western cultures and the allowing of new churches to influence the older ones in a mutual exchange of mission. This concept was floated by E. Stanley Jones, Methodist missionary to India. It was developed by William E. Hocking (of Harvard University and the Laymen's Commission of Appraisal) into a meshing of all religious faiths, including Christianity, to form one grand world faith which would unite all men into one final ecumenical society. This confused approach to Christian teachings indicated the crisis of thought which had enveloped the missionary movement by the end of the 1930s.

The Ecumenical Period 1940 to 1952

The fourth period of mission thought was from 1940 to 1952. In the early years of the period, there was a reaction against the idea of subjugating Christian mission to a larger non-descript faith, even to the re-emphasis of such nineteenth-century teachings as man being eternally lost without Christian conversion. This was followed by the moderating influence of writers who emphasized the linking of mission to unity, thus launching in its modern phase the ecumenical movement. In so doing many writers succeeded in holding together the missionary movement and revitalizing it. The culmination of this ecumenical writing was the preparation of a report on ecumenical mission that was presented to the meeting of the International Missionary Council in Willingen, Germany, in 1952.² This report represented

¹Beaver, pp. 73-78. See especially pp. 76-77.

²Although an inconclusive meeting in itself, because of a clash between traditional and modern mission thought, the meeting stimulated

the whole Christian church as a missionary body sent into the world. Service and preaching were to be closely linked together.

One of the great theological and philosophical studies of this period was done by Edmund D. Soper of the Garrett Biblical Institute. He produced an optimistic apology for the Christian faith without condemning other faiths. He presented the missionary aim as being conversion to Christ and the creation of the church, creating a committed community that would continue to witness and bring about conversions.

From 1952 Onwards

To Forman the period from 1952 to the 1980s was more a period of contemporary rather than of historical mission thought. Presumably he sensed a development which has as yet reached no conclusion, for the spate of political independence of former colonies had already started and would accelerate as the decade of the 1960s began. The age of independence raised new issues and sharpened old ones as independent churches were formed, nationals became highly qualified, and tensions developed along the lines of racial balance. Human rights, determination and dependence, power and justice, and the control of funds were other examples of such issues.

The Adventist Approach to Missiology

The Seventh-day Adventist church has reacted in its own way, within the historical periods mentioned above, to the various theoretical issues of missiology that have been touched upon. It has

new discussion on the theology of mission. From it also came the beginnings of modern ecumenism among Protestant societies. See Concise Dictionary, p. 137.

operated its foreign mission programs sometimes in cooperation with and sometimes in isolation from other Protestant missions. It has always declared its leading as being from heaven. Robert H. Pierson, former Adventist world president wrote once:

The Seventh-day Adventist Church is not in the world today only as another ecclesiastical organization. The advent movement was heaven-born. It has been heaven-blessed through the decades of its existence, and . . . it is heaven bound. The message that has made us a people is a Christ-centered, Bible-based message.¹

Yet it could not help but be influenced by the history of mission thought and be affected by the same factors that affected Protestant missionary activity during the various periods. Factors such as the stimulation of the American frontier, the growth of the influence of the United States in world affairs, American affluence, the surge of a sense of destiny in Christian witness to the world, colonization, and international tensions influenced Adventist missiology as they did other Christian missions in their efforts to witness to the world.

To Haskell, an early Seventh-day Adventist missionary and preacher, missionary work meant "the product of the true missionary spirit. The true missionary spirit [meant] a spirit of disinterested benevolence. It is that spirit that actuates labors of love."² This statement gives as close an Adventist definition of mission as can be found in Adventist literature, and one that would have pleased Anderson, the Protestant pioneer missionary administrator. Whether

¹Schwarz, p. 5. The quotations are taken from Pierson's foreword to Schwarz's book.

²S. N. Haskell, "The Missionary Spirit," RH 72 (17 December 1895):808.

the definition was obeyed without deviation could be the subject of another project. One of the sources for that study would have to be the world journal of the church, the Review and Herald, because it has been used since the middle of the nineteenth century to record not only the missionary acts but the missionary thought of the Adventist church.

Internationalization in the Early Years of the College

At first the Adventist church in North America thought of Britain and Europe as "mission fields." This understanding of foreign mission was alien to other Christian churches, for Britain had sent Christian missionaries to other parts of the world for centuries, including to North America. This terminology or philosophy did not persist with the original depth of meaning, and within a few years of the first Adventist "missionary's" arrival in Britain, the church was using Britain as a center for spreading Adventist literature to all parts of the world.¹

In 1887 Ellen White, commenting in the Review and Herald on the program in Europe, wrote:

The progress of our foreign missions depends not alone upon a few laborers, or even upon many, but upon all who have received the light of truth. Everyone can do something for the advancement of the work in distant lands. . . . Never² was there a time when there was so much at stake as today.

Early Concepts of the Mission of the College

Haskell, the founder of training schools in England and Europe,

¹See p. 50, for George Drew and his ship literature distribution program.

²Mrs. E. G. White, "Missions in Europe," RH 64 (6 December 1887) :753.

appeared to understand that his institutes were not only for the task of training local church workers but that they had a much broader purpose. He wrote:

Our training missions are as necessary as our colleges, [a reference to American Adventist educational institutions] and they should be illustrative of the schools of the prophets. . . . It has been with the object of sending forth men and women to carry the truth into those regions, both at home and abroad, where the truth has not heretofore entered.¹

One of these first training missions enrolled two students who came from the Caribbean. They were converted to Adventism and completed the instruction offered by the mission. They then returned to the West Indies. These two West Indians were the first recorded international students taught by the Adventist church in England.²

A meeting of the British Conference of Seventh-day Adventists was held in Birmingham from August 3 to 13, 1900. It was at this meeting that the decision to establish a formal, permanent training school in Britain was taken. The wording of the action was significant to the issue of internationalization. The recommendation was submitted by the committee on plans and was unanimously voted. It read:

We recommend that this Conference take steps for the starting as soon as possible of a missionary training school where consecrated young persons may obtain the instruction necessary to fit them for efficient service, both in this country and in foreign fields.

. . . The autumn of 1901 was suggested as the time when the school might be opened, if everything goes well.³

¹S. N. Haskell, "The First-Fruits of the London Training School," RH 65 (21 August 1888):537.

²Ibid.

³M. E. Olsen, "British Annual Conference," RH 77 (18 September

From the inception of the school in Britain it was clearly understood by the administration and church members alike that this was to be an international enterprise. When the school finally opened on January 6, 1902, there were twenty students. A few days later when attendance stood at thirty-five there was one international student, a representative from the "heathen" peoples on the "dark" continent of Africa.¹

A. G. Daniells and His Influence on the
International Aspects of the School

A few months earlier, at the General Conference session in April 1901, the Adventist church had elected a new world president. His name was Arthur G. Daniells, a forty-three-year-old American who had served fourteen of his twenty-two years of church service in Australia and New Zealand.² He served as president for the next twenty-one years, the longest presidential term in the history of the General Conference. He then served for four years as the secretary of the church before turning to the task of establishing a worldwide ministerial association for Adventist clergy. There is no doubt that Daniells had a passion for foreign missions.³ In that he can be compared with

1900):604. It is from the actions taken at this meeting that Newbold College has traditionally substantiated the selection of 1901 as the official opening date of the college. See p. 400 for a discussion of this point.

¹H. R. Salisbury, "Our College," MW 6 (5 February 1902):18. See p. 152 above for an illustration of the use of these traditional nineteenth-century "missionary" terms. It is worth noting that Salisbury does not use these terms when referring to the first African to attend Duncombe Hall Training College.

²Percy T. Magan, "Life Sketch of Arthur Grosvenor Daniells," RH 112 (18 April 1935):2.

³John J. Robertson, A. G. Daniells: The Making of a General

Protestantism's Rufus Anderson. He bears comparison, too, in that he wrote books on mission in a world at war and in perplexity, and wrote on doctrine and faith. He was responsible, too, for the preparation and establishment of numerous church policies governing mission service.¹ Together with William A. Spicer, who served as general secretary throughout Daniells' long presidency, he took on the responsibility of recruiting missionaries for the rapidly expanding international program of the church.²

Daniells had an intense interest in and compassion for the church and the people in Britain. It is impossible in this study to give adequate coverage to the volume of evidence covering the numerous aspects of the work in Britain in which he was personally involved. Besides the school, which he actively supported, he recruited personnel, advised the local administration, counselled workers, solicited funds in the United States, and took part in many other activities.

Conference President, 1901 (Mountain View, Ca: Pacific Press Publishing Assn., 1977), pp. 1, 83.

¹The following are Daniells' major writings: The Church and Ministry (1912), 17 pp.; The World War, Its Relation to the Eastern Question and Aramgeddon (1917), 128 pp.; A World in Perplexity (1918), 128 pp.; Christ Our Righteousness (1926), 128 pp.; The Abiding Gift of Prophecy (1936), 378 pp.

²Daniells was a skillful organizer and administrator. He was responsible for the creation of the middle level of Adventist church organizations known as unions, which are regional clusters of conferences and used for providing a homogenizing force to the church in a region. Unions are particularly useful in smaller nations where several local conferences join in a nationwide union which acts as the representative of the church to that nation. Daniells was also a forceful public speaker, although somewhat deliberate in approach. He hid a personal dynamism underneath a calm and measured exterior. His directness in dealing with personnel sometimes caused clashes. He tended to subjugate individuals to the organization, yet he was capable of placing an individual above the confines of policy when the circumstances demanded it.

all of which showed his deep concern for Britain.¹

His interest in the school and the country was almost phenomenal. It developed to the place that he even considered moving part of the General Conference administration to England. Although his interest was a personal one, he also recognized in Britain an opportunity to develop the basis of a vast overseas mission program. A few months after his election as world leader, he wrote to Ole A. Olsen, the leader of the British Adventist church, that England "ought to be a training school for missionaries for Africa, India, and other needy mission fields."²

In May 1902 he wrote to another colleague:

There is no question but that we have criminally neglected the work in England. The time has come for this to cease and for us to do something definite and practicable to establish the cause in this part of the field. This might now be a great training center for this country, its colonies and great mission fields.³

There is no doubt that he intended the British school to become an international training institution. On the other hand, his experience with institutions as such in North America had made him determined to avoid institutionalism at all costs. "I mean by this," he

¹Some examples of Daniells' expressions of interest in England are as follows: "If I were not held in this country as a recruiting officer, I would be in that field [England] at the present time," A. G. Daniells to W. A. Westworth, 16 September 1902, RG11 LB27; "If England had anything like the help that swarms in this country, it would be a different proposition," A. G. Daniells to G. I. Butler, 20 September 1902, RG11 LB27; "I will gladly resign my office in this country and make the British field my field of labor," A. G. Daniells to W. C. White, 22 December 1903, RG11 LB32, GCAr.

²A. G. Daniells to O. A. Olsen, 26 August 1901, RG11 LB24, GCAr.

³A. G. Daniells to Edith Graham, 12 May 1902, RG11 LB28, GCAr.

wrote, "not the building up of institutions. . . . For years we have been side-tracked by an institutional policy. We have been deceived by the glittering tinsel of building and operating large institutions."¹

Daniells paid a visit to Britain and Europe during the summer of 1902. His impression of the new school and of the principal, Homer Salisbury, whom he had personally recruited, was highly satisfactory. In writing to W. C. White soon after his return to North America he said in part:

From what I saw of last Winter's work I was highly pleased. The experiment greatly intensified the interest of our British people in the educational work. The die is cast; they will never retrace their steps. The school has come to stay and I believe the day is coming when England will be a training ground for large numbers of the most consecrated, self-denying missionaries we shall send to the dark places of the earth. . . . There is something about the English people that will make them grand missionaries.²

Daniells was equally pleased with the faculty of the new institution, small though it was. "I know for a positive fact that there is no faculty in the United States that can do our young people better service than they will receive from the faculty of the London Bible School," he wrote. It was in this letter that Daniells made the somewhat revolutionary suggestion "that a strong section of the Mission Board and of the General Conference Committee ought to be located in London, or at least on that side of the Atlantic."³ He wrote in a

¹A. G. Daniells to L. R. Conradi, 20 February 1902, RG11 LB26, GCAr. He had experienced problems with the Adventist institutions in Battle Creek during this time.

²A. G. Daniells to W. C. White, 22 August 1902, RG11 LB27, GCAr. This had been his second visit to England. His first had been in 1900 when returning from his Australian term of duty. See Robertson, p. 13.

³A. G. Daniells to W. A. Westworth, 16 September 1902, RG11 LB27, GCAr.

similar vein to Salisbury who responded by suggesting that the president should consider moving the General Conference committee to London and making it their center. Salisbury's reply continued:

Knowing that you are planning to have the gospel go to all the world, and the field is the world, you would now plan to be near the center of the world rather than the center of the United States, leaving perhaps¹ strong secretaries on that side to keep matters stirred up.

To show that he believed the British school could become the foreign missionary training school for the international church, Daniells recruited students from North America. He sent sixteen young people to London for the first full school year starting in September 1902. This gave him an idea that he explained to Salisbury in a letter at the end of the year. He wanted to recruit one hundred young people in North America, between the ages of twenty and thirty, and send them to the new training school in London. While there they would gain practical experience in missionary work in a non-American environment. They would become knowledgeable in the mores and traditions of the European peoples. Upon completion of their training at Duncombe Hall Training College, they would be sent as full-time missionaries to Asia and Africa.²

Salisbury was inspired by Daniells' enthusiasm, and he saw the additional importance of the school in the training of British young people for church service both within Britain and in the vast territories controlled by that nation. He emphasized the need for

¹H. R. Salisbury to A. G. Daniells, 13 January 1903, RG11 1903-S, GCAr. Daniells' letter has not been located, but Salisbury's reply indicates receipt of such a letter. It is also possible that Salisbury read Daniells' letter to Westworth dated 16 September 1902.

²A. G. Daniells to H. R. Salisbury, 29 December 1902, RG11 LB29, GCAr.

training to a gathering of European church workers meeting in Duncombe Hall in 1902 by giving them some statistics. The world population was then just less than one billion. Great Britain governed 26.4 percent of that population or approximately 250 million people. He believed that Daniells' plan to send young Americans to join the British in specialized training would greatly strengthen the ability of the church to witness to these multitudes of peoples.¹

To the delegates attending the Leeds Conference in 1902, when the British Conference was upgraded to union conference status, Daniells declared that

Great Britain is yet to stand as a primary, potent factor in missionary operations in the world. Missionaries must be trained here for work among all the English speaking people of the world, and for all the peoples and tribes under British influence.²

He also told them of his plan to send young Americans to receive training in their school before being sent on from what he called the "halfway place."³ While the main interest was in training missionaries for the British areas, Salisbury was prepared to expand the areas to which his students could be sent to include the Continent.

¹"Conference Proceedings," European Conference Bulletin, 15-25 May 1902, p. 58.

²A. G. Daniells quoted in "Business meetings," MW 6 (27 August 1902):134. According to his letter to E. J. Waggoner, 6 January 1903, RG11 LB30, GCAr, Daniells was considering the establishment of a full foreign missionary training school in England which all prospective missionaries would attend before being sent to territories under British influence. He later changed the location to Washington, D.C. The school which was operated there became a general mission training college for all Adventist missionaries. It became the forerunner of Columbia Union College and the Theological Seminary.

³A. G. Daniells to E. J. Waggoner, 29 December 1902, RG11 LB29, GCAr. Another reference to Daniells' halfway house is in the GC Bulletin, 5 April 1903, p. 140.

Duncombe Hall College offered a number of modern languages such as French, German, and Spanish. Salisbury was ready to add Italian if it was needed. France, Germany, Spain, and Italy all had colonies in the "heathen" lands, and Salisbury was looking ahead to the opportunity of providing workers for those lands as well.¹ The enrollment of the school for May 1903, the end of the first full year, showed twenty foreign students out of a total of seventy-two.²

Internationalization Becomes Established
at the College

It is interesting to note that after the high level of promotion that was given to the international nature of the new school at its inception, internationalism was not mentioned once in the minutes of the first British Union Conference Annual meeting held less than two years later at Southsea, Portsmouth, May 29 to June 7, 1903. Emphasis was given instead to recommendations that would encourage indigenous British youth to train for employment as workers in the British church. Possibly the emphasis on missions had been somewhat overpowering.³ The second school year opened with fifty-one students, seven of whom were expatriates.⁴

¹H. R. Salisbury to A. G. Daniells, 12 December 1902, RG11 1902-S. See E. E. Andross to A. G. Daniells, 6 June 1906, RG11 1906-A, GCAr, for an inference by Andross that Salisbury spent too much time on language and too little on history and mathematics.

²H. R. Salisbury, "The School," MW 7 (27 May 1903):80. The enrollment of foreign students included seventeen North Americans two from Africa, and one from Denmark.

³"The General Meeting at South Sea," MW 7 (24 June 1903):88-94.

⁴H. R. Salisbury, "Our Training College," MW 7 (16 September 1903):142. For the 1903-1904 school year there were only three students from North America, but there were students from West Africa, Denmark, India, and China.

One of Anderson's goals for his Protestant mission program was the preparation of the local churches to become self-propagating-- one of his three "self" programs. As indicated earlier this showed him to be far ahead of his contemporaries.¹ In 1903 Salisbury made a strikingly similar suggestion to Daniells, so similar that it may indicate that he had been studying Anderson's works. He proposed that missionaries (in this case it was one working in West Africa) search out adaptable, indigenous, young people and send them to Duncombe Hall College for sufficient training to enable them to return to teach the gospel to their own peoples, especially in areas where expatriates from the temperate countries could not handle the physical conditions of such territories. He had given this concept some considerable thought for he indicated that he was definitely not in favor of bringing "natives" to Europe to educate, nor did he think this plan would in any way do away with expatriate missionaries. He saw in it instead a way of greatly strengthening the establishment and advancement of mission witness.²

The faculty of the British school came entirely from the United States of America when it opened. By the end of the 1906-1907 school year, there were three Americans and three British teachers. It is

¹See p. 153 above.

²H. R. Salisbury to A. G. Daniells, 25 September 1903, RG11 1903-S, GCAr. The return from West Africa of a missionary family because of health problems made him realize that there were alternative methods of Christian witness in foreign lands. He recognized that there was a real advantage in the gospel being taught by the nationals of a country, not only the physical advantages, but those also of similar race, culture and language. In this way the problem of culturizing to convert would be avoided. Unfortunately, neither the Adventists nor any other witnessing body has been able to avoid the former when attempting to bring about the latter.

interesting to observe that until the college moved to Newbold Revel in 1931, there was always at least one American representative on the faculty. During most of the Newbold Revel period, the faculty consisted only of British citizens, except for two years when the Continental department was supervised by a Norwegian.¹

The enrollment for 1904-1905 listed nine foreign students in a total of eighty-nine. The possibilities of the British college training missionary workers for distant lands had already reached India, as a visitor to the college from that country appealed confidently for workers to go to India. A statement made in the Missionary Worker in December 1904 listed students who had already gone to India as well as Africa, Italy, and Spain.²

Salisbury referred to the sending of Newbold College students to East Africa in 1906 in a letter to Daniells. The first recorded missionaries who had been students of the British college were Arthur A. Carscallen, who attended from 1904 to 1906, and C. C. Jensen, for the 1903-1904 school year. The former was sent to pioneer the Adventist work in Kenya, and the latter was appointed to Ethiopia. In the same year the British Adventist church sent George Keough to the Middle East. He had been one of the first to enroll as a student of the college in 1902.³

¹See pp. 203-207 for a detailed discussion on the Continental department. During the Newbold Revel period one of the student industries was also managed by an instructor from the Continent.

²"The Educational Meeting," MW 9 (1 March 1905):37. There were four students from North America and one each from Switzerland, Russia, Central Africa, and South Africa. "The Opening of Duncombe Hall College," MW 8 (14 September 1904):153. O. A. Olsen, "Our Mission Funds: Where Do They Go?" MW 8 (21 December 1904):1.

³H. R. Salisbury to A. G. Daniells, 17 August 1906, RG11 1906-S:

Spicer, the General Conference secretary, paid a notable compliment to Salisbury in the letter quoted below. Here he indicated the feelings of the General Conference administration toward the school. The positive attitude of the world leaders seemed to have been an important factor in the long-term success of Newbold College, because it was a very small operation in its first years of existence.

Spicer wrote:

I must thank you for the photograph of your school group. . . . We shall put it up in a place of honor, for we are not only interested in the London school because it is in one of our "foreign" fields, but I do not think you would find a stronger looking group anywhere in the world.

That London School has given us more real satisfaction in its operation than almost any school that I know of, unless perhaps the Cooranbong (Australia) school is a parallel to it. Both of these schools have paid their way and done splendid work, and developed enthusiastic local support and confidence. We thank God for what the London school has done thus far in its history.¹

Internationalization on the Park

From 1907 onwards the support for the British college by the

E. E. Andross to W. A. Spicer, 21 November 1906, RG21 1906-A, GCAr. The story of the first missionaries of the college was reported by E. E. Andross, "Our Camp Meeting," MW 10 (29 August 1906):144. There is no record as to how the missionaries were chosen from among the students academically, as there were no lists of graduates made until 1914. See appendix F, p. 422. H. W. Lowe writes that workers from home and foreign fields were selected when needed by ability and maturity. See H. W. Lowe to D. C. Beardsell, 15 May 1983, Personal File. In the light of Salisbury's suggestion for training nationals, it is noteworthy that he does not refer to Peter Nyambo, a student from Central Africa, who was sent to British East Africa with Carscallen in 1905, as the first African to be trained at the British college and returned to work for the church in Africa. It has not been ascertained that C. C. Jensen ever went to Ethiopia. It is likely that he was sent elsewhere instead. For further details see E. E. Andross, "The British Union Conference," RH 83 (19 July 1906):14. and (20 September 1906):19.

¹W. A. Spicer to H. R. Salisbury, 27 July 1905, RG21 LB41, GCAr.

General Conference, though still positive and tangible, became muted. There were several reasons for this. (1) the college and union administration became deeply involved in moving the institution to a permanent location. It absorbed their time, means, and effort, leaving little to expend upon the international and other aspects of the institution. In addition, the administrators had to consider the needs of the other institutions that were to share the new property with the college. (2) The General Conference leaders were not fully convinced that the college should move out of the city to a site where its students and future missionaries would be denied much of the practical training in mission witness that they had been receiving at Duncombe Hall. Consequently, their enthusiasm waned, as was apparent in their correspondence hereafter. (3) The General Conference administrators' interest had been diverted to a new project, the establishment of a foreign missionary training school in Washington, D.C.¹ The General Conference believed that foreign mission training would be more efficiently handled in North America since that continent supplied most of the missionaries sent abroad by the church.² At the same time, however, the General Conference took an action urgently requesting union conferences to establish training colleges of their own to prepare workers of all kinds. The action read as follows:

Whereas, There is a most urgent call for trained workers in both home and foreign fields; and --

Whereas, We have hundreds of young men and women who would make valuable workers provided they had sufficient education; therefore, --

¹It is possible that the slow growth rate of the British Adventist church was one of the factors for the change in thinking by Daniells and Spicer.

²A. G. Daniells to E. G. White, 4 June 1907. RG11 LB41, GCAR.

1. Resolved, That we urge upon all of our union conferences throughout the world the importance of educating and enlisting in the service of our cause, every consecrated young man and woman in our ranks; and that to this end they establish and maintain at least one advanced school in each union conference.

2. We recommend, That each of our union conferences establish and maintain an educational fund to assist worthy young men and women to secure an education in our advanced schools, for service.¹

(4) Salisbury had been transferred and had been replaced by Lacey, who was less motivated to correspond with Daniells and Spicer, although there is no evidence of a less cordial relationship between them. (5) A change had also taken place in the British Union Conference presidency with Andross replacing Olsen. Daniells had corresponded extensively with the latter and had been strongly supportive of him; possibly because Olsen appeared to need his support and counsel, whereas Andross tended to take his own counsel and did not establish such a close working relationship.

The Foreign Mission Band and Other Influences

The lower level of General Conference involvement in the international aspects of the British college did not reduce the interest of the institution in the missionary movement. The impetus given by the six or seven years of close attention resulted in a self-perpetuating involvement in missions, and the school continued to attract foreign students in varying numbers. Interest now took the form of internal programs and other promotional events. One factor in maintaining a high interest in missions was the introduction of the foreign mission band. This student club was organized in 1907 for

¹GC Min, 20 May 1907, p. 301

the purpose of social and spiritual preparation of students who felt committed to foreign mission service.¹ The band organized social meetings on Friday evenings in which the members promoted the interests and needs of different mission territories. They invited prospective or furloughing missionaries to talk to the students about their personal experiences. They raised funds for the various overseas appeals and presented dramatized portrayals of mission lands and life. By the 1920s the mission band had become a basic feature of the college, deeply affecting the attitudes of the students. It had subdivided into a number of bands representing specific mission areas, such as the Far East, Africa, and South America, although the actual regions changed from year to year.² Students with a specific interest in a country joined the band that represented their interest. It was felt by many that these bands were the major reason for the large numbers of foreign workers that the college produced during the first three decades of its existence.³

The powerful missionary atmosphere in the college was symbolized by its name. The word "Missionary" was incorporated in the name of

¹ H. Camden Lacey, "Our Missionary College," MW 11 (20 November 1907):178. In the potency of its promotional force the foreign band can be compared on a micro scale with the Protestant Student Volunteer Movement and the World Student Christian Federation. See p. 156 above.

² The Adventist church journals reported regularly on the mission bands. The following are three examples taken from the period of peak enthusiasm and influence. R. Madgwick, "Stanborough Sparklets," MW 24 (17 March 1920):8; J. Howard, "The College Mission Band," MW 30 (3 April 1925):6; G. Baird, "The Stanborough Missionary College," Quarterly Review of the European Division (First Quarter 1924):15.

³ W. G. Barlow to W. A. Spicer, 27 February 1908, RG21 1908-B, GCAr; Alice Bell's resume of the 1920s to D. C. Beardsell, 18 July 1982, Personal File; D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982.

the institution when it moved to Watford. It was finally removed in the early 1960s when the national independence movements dictated that words such as "missionary" were no longer particularly appreciated. Thus the names, Stanborough Park Missionary College and Newbold Missionary College, were the proud mastheads for an institution with a strong international tradition.¹ Another factor in maintaining an enthusiasm for missions was the responsibility of the British Union Conference for manning its own mission territories. This became a strong promotional factor in the recruiting of students for training at the college.² The college also added to the instructional curriculum a series of biweekly classes in foreign mission studies where specific geographic regions were investigated carefully from the mission standpoint.³

Training for Foreign Service

Lacey, the college principal, attended the General Conference session in May 1909. There he gave a report of the school in which

¹Although there is no evidence of formal committee action having been taken to authorize a change, the name of the college was shortened on the 1922-1923 College bulletin cover from Stanborough Park Missionary College to Stanborough College, A Missionary Training School. See Col Cal, 1922-1923, p. 1. Presumably this was for the sake of efficiency and verbal comfort. In 1931 the word "missionary" was restored to the college name. See Col Cal, 1921-1932, p. 1.

²The territories assigned to the British Adventist church in 1915 included Egypt, British East Africa (Kenya and Uganda), Gold Coast (Ghana), Sierra Leona, and Nigeria. In 1917 it was asked to care for German East Africa (Tanganyika) as well. See M. N. Campbell, "Report of the British Union Conference," GC Bulletin, 7 April 1918, p. 100. The British had only forty-seven ministerial employees in 1915 to conduct its program in Britain. See GC Min, 15 November 1915, p. 356.

³"Stanborough Park Missionary College," GC Bulletin, 19 May 1909, p. 6. It is not clear whether these classes were an integral part of the curriculum or were a part of the foreign mission band program.

he mentioned fifteen ex-students who were working for the church in three mission divisions. He stated later in the Missionary Worker that "we are glad to have our College act as a recruiting station, where young people can receive a training for the bearing of responsibility in the great mission field of the world."¹ The college students continued to show a keen interest in foreign missions with over twenty in the 1909-1910 school year indicating a desire to work abroad. This same international spirit continued to draw foreign students to the college. The enrollment for the year included thirteen young people from places other than Britain, some as far away as Peru, India, and South Africa. Students also started to come from Europe in increasing numbers with the intention of acquiring a more advanced level of Adventist instruction and a knowledge of English. Some of them came to Stanborough Park Missionary College en route to mission assignments in Africa and elsewhere.²

As mentioned earlier, the General Conference attempted to organize mission training on a formal basis in 1907. This was a general policy that needed adaptation by the various world divisions. Only in 1914 did the European Division give study to setting qualifying standards for missionaries. By this time it had sent many workers into foreign mission territories. Britain alone had provided thirty of them. The missionary policies were set up "in view of the need

¹"Our College Opening Exercises," MW 16 (7 October 1912):159; GC Bulletin 1909, p. 95. For a description of church organization and the purpose of divisions see p. 322-327.

²H. Camden Lacey, "The New Session," MW 13 (29 September 1909): 156. David E. Delhove was sent to East Africa and became a missionary to Rwanda, Burundi, and Zaire. Steen Rasmussen later went to Europe and North America. These were two of the foreign students in the college in 1909.

of better equipment for service in these 'modern times' that [they] may be more competent in winning men for God." ¹ The recommendations gave guidelines for the selection and training of workers, and for administration, finance, promoting, and reporting.

Concern for the shortage of workers being produced in addition to the need for practical experience and commitment inspired the European Division to formulate these guidelines. As they constituted the first apparent attempt to place the European Adventist missionary movement on an organized basis, the recommendations are quoted here:

- (1) [The] conferences require young men who are looking towards the ministry to either finish a course in one of our missionary schools, or to supply the evidence of possessing an equivalent education.
- (2) Young men who are now licensed missionaries or ministers, and have not completed a missionary course or its equal, be urged to pursue studies in the reading course to be recommended by the European Division Committee, with the view of reaching this educational standard before ordination.
- (3) As far as practicable, all appointees to the regions beyond be sent (at our [Division] expense) to such colonial, tropical, and other special schools as are prepared to give the necessary training.
- (4) Wherever the circumstances would demand it, we [the Division Constituency] are hereafter to refer to our work in heathen and Mohammedan lands as being conducted by The European Mission Society of Seventh-day Adventists. The officers of the European Division Conference Committee constitute the officers of the Society, and the union conference presidents are included among the directors.
- (5) The missionary spirit [be encouraged] in all our churches by the discussion of monthly readings . . . making the missionary idea ever more prominent in all our Sabbath schools. Our union papers are to be made the medium of arousing missionary enthusiasm.²

¹"The Spring Council," European Division Conference Review (First Quarter 1914):14.

²Ibid., pp. 14, 15. The numbering of the recommendations in the quotation is the author's.

Postwar Developments

World War I had a retarding effect for a short time upon the missionary zeal of the college, as it had in other areas of college development. Compulsory military service had removed many of those suitable for mission training and students could not easily come from the Continent. In 1919, after the end of hostilities, there was an upsurge in interest in foreign missions. At the college, mission bands were organized again, and the instruction program was expanded with existing courses being strengthened and new ones added.¹ Andross, in reporting to the world church through the Review and Herald, declared in relation to some of these developments, as well as the purchase of the new Kingswood estate, that

this adequately provides for great expansion in our work in Great Britain and confirms me in the conviction that I have long had, that we would see hundreds of laborers from that field thoroughly trained and prepared to assist in the finishing of this great work in the heathen lands.²

The "laborers" he referred to were almost all British, as attendance by international students remained at a low level until 1924. Between 1925 and 1930 the number of Continental and other non-British students increased considerably, dropping again from 1931 to 1935. The introduction of special courses in 1935 for non-English-speaking students

¹Glen Wakeham, "College Notes," MW 23 (February 1919):13. Classes such as History of Missions were included in the last year of the college program. See European Division Minutes, 17 August 1926 pp. 17, 18.

²Elmer E. Andross, "In Great Britain," RH 96 (18 December 1919): 16-17. Andross was at this time an administrator in the General Conference office. A promotional brochure was circulated by the college in 1920. It was entitled Views of Stanborough College and promoted the college pictorially. In a "Historical Note" it summarized its purpose for existence in one sentence: "Duncombe Hall College was founded in the year 1901 for the special purpose of training adult missionaries for home and foreign work."

drew a significant number from Western Europe.¹

Campbell, the union president, while on a trip to West Africa in the spring of 1921 wrote to the British Adventist church about his understanding regarding the position of the college in the postwar foreign mission program of the church. He wrote in part:

We look [from West Africa] to the College in England to supply the recruits. Egypt also turns her eyes to Watford and so do British and Belgian East Africa, for from those halls the men and women must come who are to carry the last saving message to those in darkness. The home conferences must also have a constant supply of workers. They need preachers, Bible workers, secretaries, and other labourers, and it is the College that must furnish them.

All this emphasizes the importance of that institution. It is our vital strategic stronghold; our greatest source of supply for workers both for the home and foreign fields. If that institution failed our work in all these fields must fail also.²

It was this kind of statement that played upon the emotions of the students and faculty. They sensed the pressures of foreign service and large numbers signified their intentions to serve abroad. On June 5, 1920, one of the largest missionary groups to leave Britain at one time sailed from London. This group was largely made up of students of Stanborough Park Missionary College. There was one other person who was the leader of the group. He had been a teacher or principal of the college almost from its beginning. He was William T. Bartlett, already a veteran British church leader of almost thirty

¹See G. Wakeham, "College Notes," MW 23 (November 1919):9; also G. Baird, "The Hour of Opportunity," MW 30 (12 June 1925):4. The number of foreign students had increased from eight to twenty-eight between 1919 and 1925, but did not reach that figure again until 1936.

²M. N. Campbell, "To the Burden Bearers," MW 25 (18 May 1921):2.

years service in the college and press.¹

A student during the 1920s, who was a graduate of the college, gave her impression of the pressure placed upon the students by the foreign mission program. She wrote:

Students attended College . . . with the set plan of entering the 'Work' in an evangelical or missionary capacity. Those who did not keep this goal in view often fell out by the way, not only from the college but from the church. The priority was the message to all the world in this generation and we truly believed the time was short. . . .

Any deprivation we endured was softened by the fact that we were preparing for the most important work in the history of the world. Anyone who got 'a call' was regarded almost with envy.²

Another college graduate in a nostalgic mood, wrote:

How we planned for foreign missions in those days when our missions were few! The foreign missionary course was esteemed the highest of all and almost every student looked forward to the day when he should be called to labor in far off lands.³

The Question of Over-Commitment to Foreign Missions

There were those who resented the pressure for, and the idea of, the "best" graduates being sent to work for the heathen. Arthur S. Maxwell, editor of the Missionary Worker until 1936, editorialized in 1923:

¹"Editorial Notes," MW 24 (2 June 1920):8; A. B. Crowder, "Farewell," MW 24 (16 June 1920):1, 2; "England a Base of Supplies for Our Mission Fields," RH 97 (9 September 1920):2. Besides W. T. Bartlett, the group consisted of the Maxwell (S. G.), Armstrong (W. W.), Beavon, Belton, and Matthews families.

²Alice Bell, "Stanborough Park 1926-1930," in correspondence with D. C. Beardsell, 18 July 1982, Personal File.

³Steen Rasmussen, "Glimpses of Early Beginnings of the Young People's Work in Europe," RH 106 (26 December 1929):21. He listed East, Central, and South Africa, Egypt, and the Middle East, Central and South America, India, and Japan as among the countries to which Stanborough College students had been assigned.

For some time past we have been sending our best in men and our utmost in money to the African missions, and largely in consequence our home membership is small and our force of laborers is sorely depleted.¹

In 1923 the European Division took over the administration of the mission territories that Britain had been caring for. This lessened the administrative load for the British Union Conference, but there was not the decrease in demand for foreign workers Maxwell had hoped for. On the contrary, the demand increased as the decade progressed. At the college the gospel workers' band was organized to parallel the foreign mission bands in the encouragement of home missions and church service in Britain. It is impossible to prove whether this event was coincidental or was a reaction to the foreign mission "fever" that continued unabated through the 1920s.² If there was a reaction, it had almost no effect on the recruitment of college graduates for foreign service. In the decade between 1913 and 1923, over fifty college graduates had gone abroad as missionaries, and by 1930 it is estimated that approximately eighty former students had become foreign missionaries.³

George Baird stated in the Missionary Worker of 1924 that the

¹A. S. Maxwell, ed.. "The Editor's Page," MW 28 (23 February 1923):8.

²For the organization of the gospel workers' band, see G. Baird, "College Notes," MW 28 (16 November 1923):2. During this period the division took an action calling for a strong evangelistic worker-preparation program without mentioning foreign workers. See ED Min, 1 January 1924, p. 147; Porter, A Century of Adventism (1974), pp. 23, 24.

³G. Baird, "The Stanborough Missionary College," Quarterly Review of the European Division (First Quarter 1924):15. The 1930 estimate is a result of a count made from available graduate and student enrollment lists.

Adventist church in Britain had accepted the responsibility of caring for a total of fifty million people including both home and mission populations. He declared that it would take "the consecration of every individual member" and bemoaned the shortage of workers in the homeland to "press forward the teaching of Adventist doctrine."¹ In the middle of the 1800s, Anderson, the Protestant mission leader, had declared that complete commitment to foreign mission work would strengthen the spiritual vitality of the home church. An argument has persisted in the British Adventist church whether this has been and indeed can be so. It has been reasoned that the membership of the church was too small to support the "brain drain" that took place between 1914 and 1930. The Adventist church did not have the manpower or resources to perform according to Anderson's theory. Therefore one of the two areas would have to be weakened. In the case of Britain, because of the magnetism of missions and the imbalance in promotion, the home church was weakened by the removal of the most capable workers. This argument would indicate that there is a level of strength in the home church above which Anderson's theory becomes operable. This is possibly true, but there is in all probability a number of factors other than the number of members and workers that must be taken into account, such as administrative skills, the choice of personnel, the use of talent and means, and the depth of religious commitment. Another factor to be taken into account is the independent departure of homebased employees for other home church areas. Through the years numerous ministerial and other employees

¹George Baird, "How We May Help Worthy Students," MW 29 (27 June 1924):2, 3.

have independently transferred to areas such as Canada, Australia, the United States, and South Africa.

Numerically the facts do not support the argument that there was an imbalance in the division of graduates between homebase and mission areas. By 1931 it is estimated that approximately 200 students graduated from the college. Of these, around eighty, or 40 percent, were sent overseas.¹

By the end of 1927 the church administration had been informed that the British government was requiring that educators in the colonial territories such as East and West Africa possess recognized university qualifications. The administration solved this problem initially by selecting a few graduates and sending them to universities and by encouraging others to study by correspondence. Two of the first selected to study for their Bachelor of Arts degrees were W. G. C. Murdoch, who was sent to North America, and S. W. Beardsell, who was asked to attend Manchester University, Lancashire, England. Beardsell completed his studies and sailed for East Africa in 1930. He remained in Africa for the next forty years as a missionary administrator and educator. Murdoch never went to Africa as

¹Bartlett estimated about 300 students of the college had become employees of the church either in Britain or abroad. The actual head count of graduates puts the figure at just under 200, the obvious difference being that many former students completed their studies elsewhere, particularly in the medical and para-medical disciplines. See E. M. Eastcott, "The Fifth Lap," *AS* 3 (October 1931): 2. 3. Seventy missionaries had been sent from the college by 1924. G. Baird, "These Are Facts," *MW* 29 (27 June 1924):3. A head count brings the figure up to around eighty in 1930. It is possible that the number could be as high as ninety. The argument regarding the weakening of the home church should also take into account the population and Adventist membership sizes both in Britain and in the mission territories to which British missionaries were sent.

an educator.¹ He completed his studies at Emmanuel Missionary College (Andrews University), and in 1930 was appointed as the principal of the British college.² He stayed to administer the college through a difficult change of location, continuing to lead it through a period of development that was intended to prepare it to become the senior college for the international church community of the Northern European Division. The intended objective was that overseas workers would be given an advanced education within the walls of an Adventist institution. Much was to happen before this became a reality.

Two more factors should be mentioned before turning to a brief discussion of the period of the 1930s. The first was that in 1929 the international intake into the college was mainly from the Continent of Europe and constituted almost 15 percent of the total enrollment.³ This started a trend that grew during the next decade, and which led to the administrative and instructional changes that are discussed in the next section.

The second factor was the emergence, also in 1929, of the question of advanced status for the college. L. H. Christian, the division president, raised the issue in the British Union Conference committee. The result was a union committee action requesting

¹ED Min, 25 November 1927, p. 175, shows the demand by governments for advanced education; S. W. Beardsell to D. C. Beardsell, 20 April 1982, Personal File; also BUC Min, 20 November 1929, p. 98; D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982. ED Min, 11 October 1927, p. 312 indicates that originally the administration considered sending Murdoch to West Africa. For a more detailed discussion of the Adventist philosophy regarding secular education, see p. 327-331.

²BUC Min, 1 May 1930, p. 136.

³Lynn H. Wood, "Stanborough College," MW 34 (20 September 1929):4.

the division to study the matter of a senior college for the division, and suggesting that the British college be considered for this purpose.¹ In a subsequent speech to the division committee Christian emphasized the need for an advanced college to cater for the requirements of the foreign mission program. Thus the two issues of internationalization and senior status were brought together for the first time in formal discussion. Christian made the following arguments: (1) most foreign mission work was carried on in English, (2) most of the mission territory of the division was under British control, (3) missionaries needed a working knowledge of English, (4) Continental schools were inadequate in English instruction, and (5) there was a need for Adventist students to receive advanced instruction and improved training.

After considerable discussion an action was taken that paved the way for the establishment of an international senior college, but the actual development of an institution in which these two concepts merged took much longer than the administrators or constituencies expected.²

Murdoch moved the college to Newbold Revel in 1931 and attempted to advance its academic level while integrating its British character with those of the other nations involved.³ The next section outlines the establishment of Newbold Missionary College and the progress that was made in internationalization at Newbold Revel.

¹BUC Min, 2 October 1929, p. 96.

²NED Min, 3 November 1929, pp. 16, 17. For a full discussion of the senior college issue see chapter 5 below.

³These were mainly the Scandinavian countries of Denmark, Norway, and Sweden, with students also from Germany, Iceland, and Holland attending from time to time.

The Newbold Years, 1931-1941

Newbold Missionary College remained at Newbold Revel until 1941. This section describes briefly the history of the college from its relocation in 1931 until requisition of the property forced it to move to Packwood Haugh, Hockley Heath, in 1941. The purpose of inserting a brief history at this point is to acquaint the reader with the college before resuming the discussion of internationalization of the institution during the 1930s. The decade of the 1930s may be considered as the period of change-over from a British-operated and British-enrolled college involved in foreign missions, to a cosmopolitan institution with an international faculty and student body. Students from the former mission territories were now enrolled at the college.

Christian wrote an article for the 1931 issue of the Missionary Worker that was dedicated to the new college location. In it he stated:

We want true Christian education in a British course of studies adapted to British minds and conditions but sufficiently broad and international to serve students from all the world.

. . . We sorely need missionaries who are recognized by other schools and societies because they have passed not only the Matriculation, but more advanced examinations. And our schools should be prepared to give such training and examinations. We need a senior College in England for the work in the British Isles and missions. We need a senior College in England for the Adventists of the British Empire. There are Britishers in Canada, Australia, India, South Africa, and other places who desire to come to England to finish their education in a well established Adventist Senior College. We need a senior College in England for the entire Northern European Division.¹

¹L. H. Christian, "Education and Future Progress," MW 36 (20 March 1931):44, 45. Christian was at that time the president of the Northern European Division, and he strongly promoted the establishment of a senior college, preferably in England.

Christian clearly indicated that he hoped the new location would contribute to such an educational institution. The above was the mandate given to Murdoch when he took over the administration of the British college. The outline of the history of the college from 1931 to 1941 given below attempts to portray why the process of internationalization was not the only factor involved in the acquisition of senior status for it becomes apparent that the latter became a very elusive goal.

Newbold Revel Estate

The relocation of the college had taken two months, but according to the early eulogies it was a move well worthwhile. Some anonymous student poet penned the following words:

Newbold! Newbold! Thy quiet woods and lakes and lanes
 Have gained an everlasting place
 Within my soul; that now instead of care there dawns
 Such peace - tis sun upon my face;
 Such hope, such strength, that God the Father now can use
 My latent powers to His Glory;
 He now can send me wherso'er His will may choose,
 To tell redemption's wondrous story.¹

One senses the enthusiasm with which Murdoch commenced his new task of administering the college in its new environment. He wrote:

Many hearts are thrilled as they contemplate the new school, . . .

The greatest opportunity that has ever been presented to the Adventist young people is now before them. Newbold opens its gates wide . . . [it] is beckoning you to come and enjoy the privileges which it has to offer.

. . . We can safely say that no students have an opportunity to study under such congenial circumstances as Newbold offers this year.²

¹A Graduate, "A Forward Move," MW 36 (18 September 1931):1.

²W. G. C. Murdoch, "Newbold College," MW 36 (7 August 1931):7.

The union president called it "an exceptionally fine property," and the new college business manager referred to it as "our magnificent new College property." The editor of the Adventist publishing house became ecstatic in his praise of the new college:

[It] is a perfectly glorious place. Privileged indeed will be the young people - and the faculty - who gather there next September. Pioneers all, they will thrill with the delightful thought that they are starting together on a great new enterprise for God.

One could not build it all today for £100,000. [The union had paid £24,000. 0. 0.]¹

The same editor exclaimed, "And what a splendid name it has! Newbold Missionary College." The name was indeed splendid for it had come down through almost a millenium of English history. It is listed in William 'the Conqueror's' Domesday book as being the estate of Geoffrey de Wirce. It was originally called Fenny Newbold, fenny meaning marshy or swampy. Newbold meant the "new house." Thus the meaning of Fenny Newbold was a "new house in the marsh." In 1166 the estate became the property of Joan, wife of Robert Revell. Thus Fenny Newbold became Newbold Revel, the name that the church purchased along with the estate.²

In the fifteenth century the estate was owned by Sir Thomas Mallory, the translator into the English language of the classic Mort d'Arthur. The estate passed from the Mallory family in the sixteenth century and subsequently changed hands several times in the next four centuries until it became the property of Walter Bonn in 1931.³

¹A. S. Maxwell, ed., "Editorial Notes," MW 36 (10 March 1931):56.

²Dennis Porter undertook to research the history of the Newbold Revel estate, the results of which are reported in his article on the college in The Old Newboldian 6 (Summer 1982):7-10.

³Porter, The Old Newboldian 6 (Summer 1982):8, 9.

The Newbold Revel estate that the Seventh-day Adventist Union Ltd. purchased on behalf of the church in 1931 consisted of fertile agricultural land, some of which had been planted with usable timber. The buildings consisted of a large mansion built at the turn of the eighteenth century in the Queen Anne architectural style, a number of tenants and employees' cottages, an auditorium, stables, and farm outbuildings. Porter in writing about the estate in the alumni journal of Newbold College discussed the origin of the mansion. It was probably built, according to his research, as a bridal gift in 1703, although some roofing parts carried a date that indicated construction some thirty years earlier. It is possible that these parts had been transferred from an earlier building on the same site.¹ For a detailed description of the estate as it appeared in 1931, two paragraphs written by A. S. Maxwell are quoted in full. They describe not only the property but portray the beauty of a typical English country estate, and some of the euphoria felt by the British church in acquiring this new property:

No words are sufficient to describe the natural beauties of the situation. A view of the fine old mansion across the tree-lined lake, with daffodils bobbing on the close cut lawns, the rippling waters falling from a chain of ponds, with aged cedars and tall evergreens swaying gently in the breeze, with all nature bursting forth with spring-time energy, is a sight to stir all our youth in the kingdom with a new ambition. . . .

One of the owners . . . built a gymnasium for the use

¹Porter, The Old Newboldian 6 (Summer 1982):8. The building has been alternatively called a Queen Anne or a William and Mary Mansion. This is insignificant as it was probably in construction around the time Anne ascended the throne, (1702). An interesting architectural study would be to determine whether its style was influenced by Palladio, the Italian architect of the sixteenth century who had considerably influence on the style of English country homes of the seventeenth and eighteenth centuries.

of the village - seventy-five feet long by fifty feet wide - a hall large enough to seat over 700 people. He also built an annex to the mansion with twenty-two rooms to accommodate two cricket teams. In addition he provided a spacious brick cricket pavilion.

. . . When one has tramped the boundaries of the 300 acres, walked through the long corridors and spacious apartments of the mansion, inspected the splendid annex, the out-buildings, the vast amount of stabling and garages, the extensive kitchen garden and range of glass houses, the electric light plant, the two brick water towers, the large and well-equipped farm buildings, the dairy, the saw mill, the gymnasium, the cricket pavilion, the eleven cottages,¹ one is bewildered by the extent and magnificence of it all.

W. G. C. Murdoch

The man who had been appointed principal of the British college was William Gordon Campbell Murdoch. He continued as the administrator of the college for the next fifteen years, leaving reluctantly in 1946 when appointed principal of Newbold College's sister college in Australia, Avondale College. Murdoch holds two records in regard to his principalship. He was the youngest person to be appointed principal and he served for the longest term. The sixth of eleven children, William was born in the Scottish Border Counties on September 25, 1902, on High Park Farm, the "highest dairy farm in Scotland," and situated near the village of New Cumnock in Ayrshire close to the border with England. His parents had been Presbyterians, where his father had

¹A. S. Maxwell, ed., "The Editorial Notes," MW 34 (20 March 1931): 56. This quotation has been included in full not only because it describes the estate in a well-written manner, but because it was used almost word for word in the Newbold Missionary College Bulletin from 1931-1932 to 1940, when no further bulletins were issued and the college moved to another location. The term "cricket" refers to a traditional English field sport originating in the eighteenth century. It involves two teams of eleven players each. The object of the game is to hit a ball with a broad-faced bat far enough, and frequently enough, to build up a total of "runs", run between two sets of short upright wooden poles or stumps set twenty-two yards apart.

become Christadelphians when William was a young boy. In 1915 the family was visited by an Adventist book salesman and persuaded to change their faith once again, this time to Adventism.

Murdoch attended the local village elementary school until he was of school-leaving age, and then went to farm with his father. When the promoter from Stanborough Park Missionary College first came to visit this very promising family, he stayed at home while several of his siblings went to college. He entered college in 1921, graduating in 1925. He stayed on to teach Greek and Hebrew at the college and was sent to Emmanuel Missionary College in the United States of America in 1928, where he studied for his first degree. It was while he was at Emmanuel Missionary College that he was appointed principal of Stanborough Park Missionary College (he was twenty-eight years of age). He was ordained as a Seventh-day Adventist minister in March 1932. In 1937 he was sent to the University of Michigan to study for a master's degree, concentrating on Hebrew and Aramaic. On September 16, 1937, he married Ruth Rittenhouse, returning to Newbold Missionary College the following year. He sat for His Bachelor of Divinity examinations from London University almost immediately and passed them. During the war years he worked on a Doctor of Philosophy degree at the University of Birmingham, successfully defending his dissertation a little while before leaving for Australia.

Upon leaving Newbold, Murdoch served for six years as principal of Avondale College in Australia. He was then appointed to the Adventist theological seminary in the United States of America, where he worked until his retirement in 1973, continuing to teach in the Seminary until 1981.

Industries

Murdoch soon recognized an opportunity that was not present at the Park. This was the opportunity to experiment with projects that would provide manual labor for the students. Some form of paying labor was essential if the school was to attract students, especially in those days of deep depression. He started with six areas in the first year and added two others later. First, he adapted the literature sales program to the relocation of the college. New markets were needed to replace those left in London. There was also the problem of the lack of public transport. He solved these problems by seeking authorization to purchase a van which was used to take students to Rugby, Coventry, and the other towns in the vicinity. This means of transport was supplemented each week by the hiring of a motor coach (bus).¹

Being of farming stock, Murdoch saw the possibilities of operating a productive farm on the 300 acres of fertile soil available on the estate as a second means of providing student labor. He persuaded the union committee to employ his brother Todd to develop the potential there. Twenty-five upgraded Ayrshire cattle were purchased in Scotland to start a milking herd. The herd was steadily built up in numbers and quality. In 1934 it was tested for tuberculosis, declared free, and ultimately became one of the finest herds in the area.² Some of the milk was transported to the Stanboroughs Sanitarium in Watford, where the medical director wanted unpasteurized

¹J. Rigby, "From the Manager's Viewpoint," MW 37 (11 March 1932) :59.

²BUC Min, 22 February 1934, p. 29; D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982.

milk. A flock of 300 sheep was kept for the production of lambs. Poultry were raised for the sale of eggs and day-old chicks. A third enterprise was the development of a market garden using the greenhouses purchased with the property. These structures were enlarged and added to as the years passed. Such early crops as tomatoes, onions, and beans were raised in order to catch the higher off-season prices. The farm and garden ultimately provided work for about twenty-five students.¹

The fourth and fifth sources of student labor were the carpentry and plant maintenance shops. Besides carrying out carpentry repairs for the college, the carpentry shop endeavored to raise money by felling trees on the estate. These were ripped into usable timber in the college mill. The shop also started some cabinet making, producing kitchen cupboards and other small items. The plant-maintenance shop was kept very busy with the repairs and modernization of the old estate, a program that lasted most of the decade. The sixth project was a boot repair industry. A feature of these manual projects was that many of them were supervised by students who were craftsmen and had enrolled to train as preachers or missionaries. This helped somewhat in reducing operation costs.

In 1934 a new industry was started producing leather goods from scrap leather. This was followed by an industry for producing men's socks. Although neither made any profit until the war years, they did help produce labor for students--the leather program employing nine or ten, and the textile industry providing work for

¹W. G. C. Murdoch, "Newbold College." AS 7 (May 1935):3.

four or five students.¹ It is estimated that all of the industries on the estate employed a total of between forty and fifty students annually during the time Newbold College operated at Newbold Revel. The number involved in the literature sales program is more difficult to estimate, because some who worked in the industries during the year sold church literature during the summer.²

Financial Management and the Enrollment Problem during the Depression

One of Murdoch's major contributions to the program at Newbold Revel was the development of student labor programs. Without them the student enrollment probably would have dropped to a level that would have necessitated the closure of the college. The labor program was especially important during the years 1931 to 1935 when the depression had its worst effect on the operation of the school. Despite Murdoch's efforts to provide labor, the enrollment in 1933 dropped to around ninety students and was not much higher in 1934.

Loss of income due to the financial crisis resulted in several actions by the British Union Conference committee. In 1932 salaries were cut by 5 percent, and some teachers were put on half

¹The leather industry involved the purchasing of scrap leather from large leather factories and merchants, and the manufacture of leather shopping bags, etc., from these scraps using industrial sewing machines. Marketing the product was done by student salesmen visiting retail outlets in the nearby towns of Rugby and Coventry and canvassing for orders. The salesmen received a commission on their orders. BUC Min, 10 April 1934, p. 48; W. G. C. Murdoch, "Report of the Educational Department," *MW* 41 (5 August 1936):6. The knitting or textile industry was operated on a similar basis with yarn being brought in and worked on industrial knitting machines.

²Murdoch, *AS* 7 (May 1935):3. It is estimated that forty or fifty students were involved in the literature sales program during the year.

salary for the summer months. Methods for collecting student fees were tightened, and a policy was prepared that attempted to monitor students who had no money.¹

Another attempt to control general operating expenses was made by the British Union Conference. Although the measure did not affect college operating funds, it did affect college graduates, for it attempted to control an uncontrollable social institution by requiring a two-year period of celibacy upon young people entering church employ after graduation. A parallel action affecting graduates was one which recommended that they enter the literature sales work until the financial situation improved, should they not be offered denominational employment upon graduation.²

Further attempts to keep the school financially solvent were made in 1933 and 1934. The union took responsibility for the Bible teacher's salary for the 1933-1934 school year. This was in addition to the increased appropriation which it had to give the college that year because of the serious shortfall in enrollment. It was also in addition to an annual grant given by the division as part of their effort to help in the upgrading and internationalization of the

¹BUC Min, 18 September 1932, pp. 62-63, 69, 70. The committee formulated a policy to govern the employment and study of students who came to college without any ready cash. The policy was set up in a manner that would benefit the industries by supplying a constant supply of labor.

²BUC Min, 20 September 1932, p. 75. This interesting action, appearing on the surface as a typical example of Victorian administration, was taken to save operating expenses. It was based on the fact that single males were paid less than married males, and this action would give the employing body a two-year financial saving. It was a ruling that the union conference committee frequently broke, because the single workers found that if they insisted the committee would not deny them their rights. BUC Min, 17 May 1933, p. 57.

college.¹ Murdoch was requested to assume the duties of business manager in addition to the principalship for the 1934-1935 school year. The practice had been for the college to operate with both a business manager and treasurer. At the same time, the preceptor (men's dean) was transferred to church work and the task given to a senior student.²

There were two aspects to the problem of enrollment. First, the drop in enrollment affected the operating income so that the actual funds received did not reach the budgeted amount. The union conference administration endeavored to increase the enrollment by sending out as many of the faculty as possible during the summer to recruit, carefully organizing their itineraries to ensure as wide a coverage of the field as possible.³ The administration also held the college fees to the same level as previous years in an added attempt to induce students to register. This led to the second aspect of the enrollment problem. Many students came to college with less than the required fees, yet the college did not feel able to turn them away. Several methods were used to try and raise money for them. Collections were taken at the opening and closing of the college years, the funds collected being placed in a worthy student fund. The income budget was based on an artificially

¹The target enrollment when the budget was prepared was for 125 residential students, whereas by October 1933 only 92 had enrolled. Thus only 75 percent of the student budgeted income had been generated. BUC Min, 17 October 1933, pp. 88, 89; 13 December 1933, p. 129.

²BUC Min, 19 February 1934, pp. 10, 16. The treasurer did the work of a cashier and accountant. W. E. Read, "Notes from the Union President," *MW* 39 (9 March 1934):2. The result of these two actions was the saving of two salary budgets.

³BUC Min, 17 May 1933, pp. 58, 59.

low figure and the union appropriation to the school increased accordingly in order to balance expenses. More industries were started to help the students raise funds to meet their obligations, this being one of the reasons for starting the leather and sock-making departments in 1934 mentioned above. Students that were not selling Adventist literature during the summer were encouraged to remain at the college to work on the farm and market garden, and to assist in the operating of the summer school that offered English-language programs for non-English-speaking persons.¹ Students were also needed in the residences as janitors and kitchen assistants, because the college advertised summer vacation accommodations from 1932 onwards in order to raise extra income.²

Internationalization at Newbold Revel

The years 1931 to 1934 were as difficult for the college as they were for the British church in general. There was little real development as the administration struggled to hold the institution solvent with a sufficient number of students in attendance. The programs planned at the beginning of the decade that had to do with the upgrading to senior college status and the international use of the college had to be postponed. It is estimated that fewer than five non-British students graduated between 1931 and 1935. The summer schools drew Continental students to the college, but the

¹See the college bulletins for the 1930s. The summer schools were advertised as "Special Courses in English."

²The advertisements started to appear in the Missionary Worker from 1932 onwards. The college offered boating, swimming, and tennis as added attractions to the beauty of the estate and neighboring countryside. See, for example, MW 37 (3 June 1932):5.

special English courses for them were not directly related to the rest of the college program and had little influence on the church and mission orientation of the college being discussed in this chapter. The 1933-1934 school year closed with the graduation of five students in May 1934, the lowest number of the whole decade.¹ This, however, seemed to be a turning point in the decade. Subsequently, financial difficulties diminished, enrollment built up, programs were introduced that encouraged the participation of Continental European youth, and discussion turned once more to upgrading the instructional program of the college.²

The change in mood was largely due to the universal feeling of relief as the recession started to recede. Yet the college and union administrations had grappled with the problems and had taken successful actions to cope with them. One of the bolder steps taken was to reduce the college fees from £54. 0. 0 to £50. 0. 0, although the college hoped to recoup a little on the loss of income by introducing a ruling at the same time that every student contribute four hours of free labor each week. As mentioned earlier, in order to attract more students, the industries were improved and supplemented and provision was made for students without money

¹W. T. Bartlett, "From In and Out and Roundabout," AS 6 (June 1934):8. Statements and comments about the international and foreign mission aspects of the college were rare in 1934 compared with the years that had passed. The march issue of The Advent Survey carried one short statement by W. E. Read, the British Union president. It read "During the year we were glad for the privilege of making a further contribution to our missions overseas." He then continued to mention some missionaries who had left for overseas employment. It is apparent that the financial crisis absorbed the administration's full interest and energy.

²E. D. Dick to W. E. Read, 30 November 1936, RG21 1936-NED; G. E. Nord to E. D. Dick, 29 December 1936, RG21 1937-NED, GCAr.

to work full-time. Whatever the reasons for the turn-around, the enrollment for the 1934-1935 school year was thirty more than the previous year, with a graduating class of fourteen, the largest since 1923.¹

At the beginning of 1935, the union conference committee had voted on a two-year development plan for capital investment and major repairs. This was part of a plan to prepare the college for another attempt at upgrading.² Another sign of renewed interest in expansion and growth was the official encouragement to faculty to seek personal academic improvement. An action was taken in January 1935 to send a teacher to study and work in an American Adventist senior college in preparation for heading up a department in an up-graded school.³ The first faculty member to benefit under this policy was George W. Baird, the history teacher, and the teacher with the longest service record with the college.⁴

¹BUC Min, 6 May 1935, pp. 79, 71; 10 January 1935, p. 36; 26 February 1936, pp. 55, 56. Students working full-time were given the name of industrial students. See appendix E, on p. 419 for enrollment figures.

²BUC Min, 24 July 1935, p. 91. There were two actions taken regarding student industries, the first permitted the expansion of the greenhouse and market garden business, the second launched the textile industry. W. E. Read, "College Needs," MW 40 (6 September 1935):4.

³BUC Min, 10 January 1935, pp. 34, 35; W. E. Read to E. D. Dick, 21 April 1937, RG21 1937-NED, GCAr.

⁴BUC Min, 24 July 1935, p. 95; W. E. Read, "Notes from the Union President," MW 40 (9 August 1935):3. By this time Baird had worked more than thirty years at the college and the administration felt that he needed a change. As Read recognized in correspondence with E. D. Dick in 1937, it would have been good for Baird to have a complete change of location, but this meant a move to a different country as the British church only had the one educational institution. This has been an issue that has faced all long-term employees of the British college. Several suggestions were made in the

Another plan was to gain some sort of public recognition that the college was a bona fide educational institution. This was to enable the teaching done by the instructors to count as practical experience when working towards their national teaching diplomas. Murdoch arranged with Oxford University to inspect the secondary department of the college. This cleared the way for teachers to write the examinations at Oxford for the Diploma in Education which several teachers were able to earn.¹ A third union action formed a policy for sending qualified graduates to North America to earn their first degree at one of the Adventist senior colleges.²

The Continental Department

At its 1934 winter council, the Northern European Division voted to open a program at Newbold Missionary College which would permit non-English-speaking students attending the Adventist schools on the Continent access to more advanced study than was available in those schools. Although there was no coercing of the British college to introduce this program, there also was apparently no formal request made. The division administration was prepared to provide a salary as the plan called for an additional faculty member--one who could speak several European languages and who would act as a liaison officer for the college when dealing with the European Adventist

division and union minutes for using Baird's services in other parts of the world such as Singapore and Kenya, but these were not taken up.

¹D. C. Beardsell interview with E. E. White, 21 October 1982. White and E. B. Phillips were two examples of those who took advantage of this arrangement.

²BUC Min, 25 March 1936, p. 73.

organizations and, to a limited degree, with the students.¹

The plan for a Continental department was approved at the same time as interest was renewed in upgrading the school to a senior college. It is possible that the former was seen as a tool to use in persuading the college administration to take some action towards the latter. Almost two years after the idea was first discussed at division level, the union administration presented the proposal to the union committee. There were numerous reasons presented for the delay, such as the prolonged absence of key administrators, the lack of support by personnel involved, lack of funds, etc. More pragmatic reasons for the delay were the lack of facilities (specifically those related to accommodation) the involvement of the college administration in maintaining other projects that had been started as a result of renewed interest in the college, and heavy maintenance costs for the operation already in existence. It was apparent to the college administration that the opening of the Continental department would have far-reaching implications for the future of the school. This proved to be so when the new program was launched.²

The Administration of the Continental Department

The basis of the plan was the provision of a program that would raise the level of preparation for Adventist church workers within the territory of the Northern European Division. The main

¹NED Min, 13 December 1934, pp. 37, 38. An earlier action was taken in August 1934 accepting a recommendation from an educational convention held in Europe.

²BUC Min, 23 April 1936, pp. 93-96.

features of the plan were as follows: (1) students attending the various union training schools, especially the graduates, would be encouraged to attend Newbold Missionary College for at least two years plus one summer term, with the home union financially sponsoring as many as possible; (2) the instructional program would be constructed to allow these students to participate in the regular college-level courses as soon as possible--this called for an intensive English instruction program during the first school year and the summer term (training schools on the Continent were to be encouraged to strengthen their English programs); (3) a new faculty member would be appointed to direct this program, salary and expenses to be provided by the Northern European Division (this teacher was to be selected from the Continent, having a knowledge of English and one or more Continental languages); and (4) the tuition fees were to be reduced to make it easier for students and sponsors, with the shortfall from loss of fees being made up by increased appropriations from the union and division.¹

The program commenced with the 1936-1937 school year. Leif K. Tobiassen, a 1932 Newbold Missionary College graduate from Norway, was appointed the first director. By the beginning of 1937, thirty foreign students were enrolled in the new department.² The director's duties included the advisement of courses for the foreign

¹Ibid., p. 95. The tuition fee reductions were complicated and became uneconomical. This action allowed discounts ranging from 0-60 percent depending in which of three categories the overseas students belonged. A later adjustment to this action allowed one small discount to Adventist church members only.

²NED Min, 23 January 1936, p. 12; H. W. Lowe, "Progress in the British Union," BAM 42 (8 January 1937):3.

students, assisting students in relationships with the college administration, and helping them in orientation into English society. These duties also called for regular visits to the Continental schools to recruit students and promote support for the program by the national church administrations.

In 1938, partly due to reports given by Tobiaseen on the progress and problems of the department, some of the procedures and regulations were changed. In the future, only graduates from Adventist colleges and schools abroad, persons appointed for mission service, or bona fide Adventist church employees would be accepted as students in the Continental program. Acceptance would be by approval of the College Board. The tuition fee reductions were removed except for a small discount for Adventist students. Selected students would be allowed to earn a limited amount of money by manual labor. These changes indicated that the program had become lax in admission with the tendency to lower standards. The college had also suffered severe financial difficulties in 1937-1938. This necessitated the removal of large discounts.¹

Tobiassen left for Norway in August 1938 and the college found it difficult to find a replacement at such short notice. Consequently, the administration operated the department without a director for the 1938-1939 school year. Philip Schuil was appointed in May 1939 and took up his duties in September of that year. The declaration of war prevented the recruitment of students, and in April 1940 the department was closed.² At its peak in 1937, the foreign

¹ BUC Min, 23 June 1938, pp. 76-78.

² NED Min, 25 May 1939, p. 20; 5 July 1939, p. 23. See BUC

enrollment was thirty-nine students from fifteen countries, the largest number coming from the Scandinavian nations, but with two from India and two from Australia. In 1938-1939, even without a director, the department enrolled twenty-eight students, and of the fifteen college graduates seven were students from the overseas department.¹ Tobiassen had previously indicated that the enrollment could have been larger had the administrators in the countries of origin shown more interest and support,² a support that would come in another manner after the war had closed.

Facilities for the Continental Department

A serious problem caused by the extra enrollment was overcrowding. The maximum accommodation in the main building and its annexes was 120 students. The 1936-1937 school year enrolled 140 students; the additional twenty young men being housed in improvised quarters which were far from ideal. This overcrowding brought back memories of an identical problem at Stanborough Park which, together with others, had been the reason for leaving that location.³

Min, 13 September 1938, p. 93 for Tobiassen's departure for Norway; NED Min, 16 April 1940, p. 16.

¹Tobiassen's 1937 Report of the Overseas Department, Education Department File, GCAr; W. G. C. Murdoch, "Newbold Missionary College," AS 11 (July 1939):2. This was the best year of the four years that the Continental department was in existence.

²See L. K. Tobiassen questionnaire and notes, 11 May 1982, Personal File. Tobiassen also believed that the transfer of G. Keough from the Newbold Missionary College Bible department to the Middle East was a factor in discouraging Continental students, as was the failure to develop a teacher education program.

³BUC Min, 28 January 1937, p. 31; W. G. C. Murdoch, "Newbold College Extension." BAM 42 (2 April 1937):6.

The overcrowding problem was also felt in the dining room facilities and in the lack of instructional space. In 1937, a committee of seven, which included Murdoch and Baird, was appointed by the union conference committee to tackle this problem. The sub-committee report recommended a building project which included the reconstruction of a section of the mansion for a new dining room, four new classrooms, and a new wing to the main building with accommodation facilities for men.¹ The project was to be undertaken in several stages, the first of which was to be the dining room, and it was to be started immediately. This, together with the renovation of the men's bathing facilities, was undertaken during 1937-1938 and was financed by raising capital in the British Union.²

Although it was announced that this stage of the building project was completed on time and within the allotted funds, a serious financial problem developed during this year.³ One reason was a change of administrative personnel. Murdoch had been sent to North America in June 1937 for a year of advanced studies, and Baird had been appointed acting principal. A few months later the business manager was changed.⁴ There were other reasons for the financial

¹BUC Min, 16 February 1937, p. 43; 9 May 1937, p. 64. The other members were H. W. Lowe, A. Carey, R. S. Joyce, O. M. Dorland, and J. Rigby. Murdoch visualized a college with accommodation for 100 men and 100 women.

²E. Cox, "A Glorious Finish," *BAM* 42 (28 May 1937):5. It had been voted that part of the collection that was taken up during the graduation exercised of that year should be used for the first stage of the project. The tradition of taking up a collection at graduation time started almost at the beginning of the history of the college. It is still a part of the commencement service.

³BUC min, 27 January 1938, p. 36.

⁴Ibid. For the change of college principal see BUC Min.

problems besides the change of personnel. The reduction of fees mentioned above, the large tuition discounts given to foreign students, and the inability of a large number of the students to pay even the minimum cash deposit on their fees were all reasons for the financial operating problem in 1938. The shortfall made it necessary to adjust the fees and discounts and, in addition, to raise a loan of £2,000. 0. 0 in order to restore liquidity and financial credibility.¹ The net result of the weak financial position was the need for the union to concentrate on keeping the college solvent and postpone any further building projects. This postponement was made even more necessary when the division was unable to help raise the funds requested in the original plan for development.² Much discussion about facility development took place during 1939, but there was no more activity before the war began.

The Correspondence School

One last gesture towards prewar internationalization was the action of the union conference committee under the persuasion of the General Conference representative to approve the opening of a correspondence course department at Newbold Missionary College in 1939.

2 March 1937, p. 46; 3 March 1937, p. 53.

¹BUC Min, 18 May 1938, pp. 49, 64; 22 June 1938, p. 74. A small committee set up to investigate the losses reported that all the industries were running at a loss. Two of these, the leather and textiles, showed a combined loss over the years they had been running of approximately £1,250. 0. 0. Robison complained to Dick that the school had "suffered considerably without his [Murdoch's] leadership.": J. I. Robison to E. D. Dick, 7 July 1938, RG21 1938-NED, GCAr.

²BUC Min, 22 June 1938. pp. 73, 74.

The General Conference operated a worldwide home-study program called the Fireside Correspondence School, and the college was encouraged to open a branch of this school.¹ Although there was no mention of the program in the 1939-1940 school bulletin, it was advertised in the British Advent Messenger as the Newbold Correspondence College. It offered twelve-, eighteen-, and thirty-lesson courses in Bible, Biblical history, Church history, several periods of secular history, and a course in the history of science. It later added a course in English.² As the war had already been declared, the residential enrollment had dropped considerably. The correspondence school promotion was aimed at those who could not attend in person, as well as at church employees at home and abroad, as a type of upgrading program. In a sense the correspondence program was another attempt to upgrade the school while reaching out to provide educational assistance to those beyond Britain's borders. The program even hoped to attract as students those who were not members of the Seventh-day Adventist church.³ The correspondence department enrolled approximately thirty students in the 1941-1942 school year. In 1943, after having operated for four years, the program was revised. It was placed under the direction of a committee which was to generally administer the program and approve the enrollment of students, changes

¹BUC Min, 18 May 1939, p. 48.

²W. G. C. Murdoch, "Newbold Correspondence School, BAM 44 (10 November 1939):4, 5. The program was set up as a separate department, with Baird as its principal, and a faculty of four. BUC Min, 19 March 1940, p. 45.

³H. W. Lowe, "Notes from the Union President," BAM 45 (29 March 1940):2.

or additions to the curriculum, and the section of textbooks.¹ The correspondence school operated as an independent department and continued as such until after the college gained senior status and became a division institution in the 1950s.

Within nine months of the end of World War I, Continental students started to attend Newbold Missionary College again. Five Norwegian, two Polish, several Dutch, and one West Indian student were the first representatives of an internationalizing process that continued until the college student body became entirely international. At times over thirty countries were represented with the British contingent forming less than 25 percent of the total enrollment. This process paralleled closely, and was inseparable from, the rapidly accelerating postwar development towards senior status. This twin development is discussed in chapter 5.

Summary

This chapter has presented a discussion of internationalization as a basic factor in the establishment, development, and progress of the British Adventist college. It had endeavored to show that the international factor appeared in two aspects: (1) the college has made a definite contribution to the Adventist missionary movement, and (2) it had developed an international character of its own. These could have been studied separately, but it is believed that the one did not operate without the other, and therefore there is no purpose in separating them. The discussion was introduced by an outline of the history of Protestant missionary thought. This was

¹BUC Min, 28 July 1943, pp. 54-57.

given to show that the Adventist church does not operate in a vacuum, but that in much of its missiology, the Adventist church has paralleled that of Protestant mission thought and action. This has been shown in education as well, which has proved to be an essential factor in the administration and promulgation of Christian witness as Adventists interpret it.

Another topic for discussion that may be raised from the material presented in this chapter is the reason why the British college came to be selected as the missionary training college for the church in the European region, and why it came to provide more missionaries than other non-American colleges, at least until World War II. The topic is compounded by factors some of which have been presented in this chapter. One of these is the smallness of the British Adventist church membership, which by 1940 had not yet reached 6,000 persons. Another, related to the first, was the slowness of growth of that membership. It had taken over sixty years in a population of almost 40,000,000 to reach 6,000. A third, was the traditional attitudes of that membership. One casualty of that traditionalism was the low number of church-run primary schools and the reluctance to undertake an extensive church-school program. Another compounding factor was the relative poverty of the early members. It was impossible for their spontaneous generosity to produce spectacular results as was demonstrated in the first offering ever taken for Duncombe Hall Training College in 1900. Yet, through the years, the British membership gave the most faithful tithe per capita of any Adventist church group, including North America.

It was against these and other factors that the British college

became the European missionary training institution. Some of the reasons for this phenomenon have been touched in this chapter. One of these was the natural link between Britain and North America as a result of similar culture and language. It was easy for the American pioneers to operate in England and to relate to the British people. Linked to this was the fact that most Adventist operations whether evangelistic, educational, publishing, or medical, at home or abroad, were carried out in English. It was, and still is, the Lingua Franca of the Adventist church. (The English and the Americans have always given the impression of being very slow at learning other languages.) This made the British college a natural contender, if not choice, for the responsibility of training Adventist missionaries. Another reason was the strong support given to the British college by the General Conference administration at its beginning when it was at its weakest stage of development. This point has been stressed early in the chapter. A further reason already emphasized was the political fact that London during the early decades of this century was the center of the world, and Britain still had a vast empire under its control and influence. A world war had put its main European contender out of the limelight, and this had an influence on the selection by the church of Britain as the location for the college. The last factor to be listed here was the enthusiasm of the British for missionary causes. This included a willingness to personally serve abroad. Thus in the early years it was not difficult to persuade British college graduates to accept an overseas appointment. The points listed above are a few of the factors, for and against, which influenced the internationalization of the British college.

In order to maintain the contextual study of the development of the college, this chapter included a detailed outline of the period that Newbold Missionary College was located at Newbold Revel. This was the time period from 1931 to 1941. The next chapter continues this outline through World War II and presents the effects of that war on the future of the college.

CHAPTER IV

THE EFFECTS OF THE WAR 1939-1945

Introduction

The international conflagration that erupted in Europe on September 3, 1939, had an irreversible effect upon the development of Newbold College. It came at a time when after almost a decade of growth the academic design of the college appeared to be nearing completion. This design had taken the form of a ministerial training school for the British, built upon a preparatory department which was somewhat similar to an English all-age school with some secondary instruction added.¹ It also catered to a non-English speaking clientele who needed an understanding of Seventh-day Adventist philosophy and theological interpretation in the English language. It offered an English language school for foreigners, and lastly it ran a correspondence course for those who could not attend in person.

There was some discussion about further expansion and a possible change of location, but the war not only brought any planning to an end, it cut short the comfortable pattern of operations that the college had been settling into during the past ten years.

¹All-age schools were elementary schools before World War II which enrolled pupils from five to fourteen years of age. In 1938 there were still about 40 percent of over-eleven-year-old pupils in these schools. The fee-paying preparatory schools took pupils from seven-or-less to fifteen-or-more years of age. See David Rubinstein and Brian Simon, The Evolution of the Comprehensive School 1926-1966 (London: Routledge and Kegan Paul, 1969), pp. 1, 21.

This chapter describes the immediate effects of the war upon Newbold College and attempts to trace its long-term consequences in postwar planning and development. It also outlines briefly the environment in which Newbold found itself, because the influence of the war on British society had a domino effect upon the institutions of the church. For example, very early in the war the British nation became isolated from its European allies and had to take actions foreign to its democratic nature. These actions directly affected the college. Later in the course of the war, the British parliament passed a significant educational act which changed the course of state education. This had a real, though more indirect, effect on the program of the college. Then there were the social results of the war such as the growth of interest in materialism and humanism, and changing patterns of society caused by the dissolution of the British Empire that resulted in increased immigration and efforts to control it. The effects of the war and the reactions of the college to them brought about changes that created an almost entirely new institution in form and in operation. What did not change was its basic philosophy for existence offered by Salisbury in 1902, that of preparing the whole person for the missionary work of the church. Despite the vastness of the changes undergone by Newbold Missionary College, it was able to maintain its unique school spirit.¹

¹The "Newbold Spirit" has been a real though intangible part of life at Newbold College since the early years of its existence. It is a quality that has been mentioned by numerous correspondents, and by those interviewed regarding conditions at the college. Although difficult to define, it appears to be a combination of the spirit of commitment with a sense of familiarity and intimacy resulting from the small size of the student body. The spirit was found on all the campuses during the history of the college, and is probably partly responsible for the strong missionary spirit at

The 1939-1945 World War for Britain - An Outline

Winston Churchill called World War II the "unnecessary war."¹

The first so-called unnecessary mistake was the Anglo-French guarantee to support Poland in 1939 in the event of any military threat, a guarantee they failed to uphold. The second was that the security of the French and British would be ensured by the crushing of the Nazis.² This was an illusion and became a snare, for it not only weakened the allies to such an extent that they became dependent on the United States of America, but even worse, the conflict finally allowed Russia into Central Europe to become a greater threat after 1945 than Germany had been before 1939.

There was an unnecessary element in the ending of the war as well, for in the desperate fear of Nazism, the allies insisted on unconditional surrender on the part of the Germans. This inflexible demand upon the continuation of the war until Germany was completely destroyed not only wrecked the German nation but caused the allies to forfeit numerous chances to end the conflict, gain the support of the German people against Hitler, and save tens of thousands of lives. Worst of all, it resulted in what the capitalist countries had been

Stanborough College, the camaraderie of Packwood Haugh, and the evangelistic zeal of Newbold, Binfield. It has probably supplied the underlying energy which has made student colportering, welfare solicitation, and the student missionary program a success through the years.

¹B. H. Liddell Hart, History of the Second World War (London: Cassell & Company, 1970), p. 701. The summary which follows is a result of general reading in histories of World War II, such as Winston S. Churchill, The Second World War: The Gathering Storm (Cambridge: University Press, 1948); P. H. J. H. Gosden, Education in the Second World War (London: Methuen & Co., 1976); and Arthur Marwick, The Home Front: The British and the Second World War (London: Thomas and Hudson, 1976).

²Hart, p. 3.

trying to avoid since 1917, a spread of communist domination in Europe. Pushing the Germans to the wall allowed the Russians to advance so far to the west that they were able to almost bisect the continent.¹ Between the unnecessary beginning and the unnecessary conclusion of the war lay almost six years of unparalleled human folly and destruction.

The war started on September 3, 1939, with the invasion of Poland by Germany. By the end of the month Poland was overrun and partitioned between Germany and Russia, allies for selfish profit, but soon to separate again. In Britain the schools closed, children left the cities for designated safe areas, air raid sirens sounded, but nothing happened.

For Britain, the next eight months became a waiting period. This the American press called the "phoney war." Winston Churchill called it the "twilight" war. Basil Liddell Hart, the war historian and lecturer on war strategy, called it the "winter of illusion."² It was a period of wasted time when each side thought it knew what the other was planning, yet neither were correct in their assumptions. It was a period of frantic rearmament and preparation. Hitler started the shooting war in May 1940 with his attack on Holland, Belgium, and France. He had already taken Denmark and Norway with little loss of life because of his speed and surprise of attack.

The Battle of Britain started on August 13, 1940, and Hitler tried to destroy Britain from the air. It was during that battle,

¹ Ibid., pp. 712, 713.

² Ibid., p. 706.

on August 15, 1940, the most decisive day of the onslaught, that Churchill declared: "Never in the field of human conflict was so much owed by so many to so few." In September 1940 Hitler attempted to bomb London into submission in what became known as the "Blitz." The concentration of the Luftwaffe, the Nazi airforce, on London saved the air defences of Britain by giving the fighters a chance to rest. In November 1940 Hitler recognized that he could not win the air war against Britain, so he switched tactics and concentrated on night-time high-intensity bombing. He started with the bombing of Coventry on the night of November 14, 1940.¹ This type of bombing became known as "Coventration" bombing and was used during the first few months on cities such as Norwich, Birmingham, Liverpool, and the channel ports of Portsmouth, Southampton, and Plymouth.²

Earlier in the year, as Hitler's land forces had forced the British and French into complete retreat, the rescue of the British Expeditionary Force had taken place with 338,000 British and Allied troops being taken off the Dunkirk beachhead by a flotilla of small boats operating out of Dover, Ramsgate, and the other southeastern ports. This had taken place between May 30 and June 4, 1940.

By the end of 1940, Hitler had abandoned immediate thoughts of invading Britain and had turned to the east with the aim of subduing Russia. He never tried to invade Britain again. For Britain the remainder of the war was geared towards the struggle to survive,

¹ Ibid., pp. 106, 108.

² P. Standen to D. C. Beardsell, 10 April 1983, Personal File. "Coventration" was the term used by local inhabitants to describe the type of night-time bombing of selected English cities with the bombers being led by "pathfinder" airplanes, similar to the method used to bomb the city of Coventry.

while planning and working for the defeat of Hitler and Nazism. The fight was to continue on the high seas, in the far north, in North Africa, in East and Northeast Africa, in Malta and Crete, in Italy and Greece.

On January 18, 1944, Harry W. Lowe, the British Union Conference president, wrote to William H. Branson, then president of the General Conference:

I have never seen the tight little island so overcrowded with people of every description from almost everywhere. There is a general spirit of tenseness here, and we are expecting something tremendous to happen during the next few months. It will be a great relief when this situation is over, and we can press on with our work here and elsewhere.¹

It is surprising that this letter was not stopped by the censors, for it appeared to forecast the invasion of Normandy on June 6, 1944. After Normandy the Nazi collapse was certain. According to Hart the war could have been shortened by at least the time that transpired between D-day and VE-day almost one year later, on May 9, 1945. He wrote in the epilogue to his history of World War II: "If the Allied leaders had been wise enough to provide some assurance as to their peace terms, Hitler's grip on the German people would have been loosened long before 1945."²

Before the war, British society was divided along class lines. The 1930s had brought a reasonable affluence to the members of the middle classes. They were the ones who supported Neville Chamberlain, the British Prime Minister, in his peace efforts. Yet those same years

¹H. W. Lowe to W. H. Branson, 18 January 1944, RG21 1944-NED, GCAr.

²Hart, p. 713.

had left the working classes not much better off than during the depression years. There were still one million unemployed in 1939. A difference could be seen in the children of the various social groups as they were evacuated from the cities that had been declared danger zones. This was seen not only in their dress or lack of it, but in the general health of the children.¹

Evacuation had complicated educational planning. All the urban schools were closed when war was declared to protect the children from being caught in large concentrations such as school rooms. An initial fear was gas poisoning, but there was also the fear of direct hits from bombs and other incendiary or percussion devices. Schools were reopened as the phoney war continued, and the children moved back to their city homes. Diversion of funds had interfered with the smooth-running of the national educational program. War preparations had restricted the use of funds intended before for the replacement of elementary schools and the building of new secondary schools for an accelerated secondary-school development program.² It is of interest to note that no universal school closure was ordered after the real war started.

The 1939-1945 war became a people's war. Ordinary people became involved in wartime affairs such as the Home Guard, the Air Raid Protection committees, food production programs, and others. This tended to break down social barriers and to prepare people for changes that would be inevitable after the war ended.

¹Marwick, pp. 14, 23-28.

²The task of the 1944 Education Act was to rebuild the secondary school system of the nation. See p.246 below.

Administering the College during the War

Murdoch had served as principal for nine years, the longest term of any of the ten previous administrators. He felt that "things were going pretty well."¹ Neither he nor the other administrators of the British Adventist church suspected what lay ahead for the college during the next six years, although they realized that the British government had the authority to use any institution or organization for the security of the nation. The college had established itself at Newbold Revel over the past decade. It had become part of the community and had become a familiar name to the businessmen and farmers of the area. The students had worked out sales routes through the region for the products of their industries--the produce from the farm and market garden, the socks and leather bags manufactured in their workshops, and the Adventist literature taken from door to door. The college had brought about the opening of an Adventist church in one of the little hamlets on the edge of the estate and was involved in preaching in the nearby towns and villages.

The administration had plans for the growth and expansion of the college which they were endeavoring to carry out methodically as funds and time permitted. It was now to find out that the administrative plans and procedures of the past would be abandoned or drastically changed in the next six years as the war spread its effect over the nation.

The "Twilight War" is Reflected
at the College

In November 1939, two months after war had been declared,

¹D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982.

Harry Lowe, the British Union Conference president, told his Northern European Council audience that "Newbold College is carrying on almost as usual and has been affected the least by the war of any institution."¹ Yet less than two years later, he wrote to the British Adventist membership: "I can only say that this [the college problem] has been by far the heaviest problem that the war has brought to us."² By 1946 Lowe had seen the fundamental and far-reaching changes that had already taken place in the nation and at the college. He recognized, upon reflection, the depth of the revolution that the war had brought about. He expressed his thoughts in his presidential report to the British Union Conference session at Stanborough Park in August 1946:

From that time [1940] we entered upon a period of unequalled darkness, isolation and frustration. We were compelled to adapt all our methods of work to an entirely new set of circumstances. . . . Our College work felt the full shock³ of war perhaps more than any other department of our work.

These statements summarize succinctly the successive stages of difficulty that the union and college administrations faced as the war progressed.

The 1939-1940 school year at Newbold Missionary College opened September 6, 1939, three days after Britain declared war on Germany.⁴ Both before and for a short while after that event, the activities at the college betrayed few signs of disturbance. Plans were being

¹NED Min, 22 November 1939, p. 8.

²H. W. Lowe, "News of Newbold," BAM 46 (24 October 1941):1.

³Idem, "President's Report," BAM 51 (9 August 1946):5.

⁴W. G. C. Murdoch, "Another Year at Newbold," BAM 45 (26 April 1940):3.

prepared for more administrative and instructional space to cater for the increasing enrollment. This space was to be created by renovating the gymnasium building and dividing it into a number of smaller units.¹ A gesture towards recognition was made in 1939 by arranging for Oxford University to inspect and approve the secondary department which was being administered as a separate instructional unit.² A correspondence school was added to the college program offering a variety of courses for home study and supervised by some of the college faculty under the leadership of George W. Baird.³

The total enrollment reached 102 by the end of 1939. This was slightly lower than previous years, partly because there were no foreign students and partly because the defence regulations required all youth older than eighteen and a half to be serving the nation.⁴ Because no foreigners could come to Newbold, the 1940 summer English school had to be cancelled. This reduced the income of the college to the extent that one teacher had to be transferred to another organization in order to reduce expenditures. Because the college

¹Idem, "Newbold Missionary College," AS 10 July 1939):2; BUC Min, 25 April 1939, p. 38. It is understood that the adjoining rooms were renovated, not the main gymnasium hall.

²W. G. C. Murdoch, AS 10, (July 1939):2. See D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982. Murdoch declared in his interview that one of his constant objectives was to gain accreditation and recognition for the college.

³BUC Min, 18 May 1939, p. 48. See p. 209 above for a detailed description and purpose of the correspondence school.

⁴W. G. C. Murdoch, "Newbold College," BAM 45 (3 January 1940):3; H. W. Lowe, "President's Report 1936-1945," BAM 51 (9 August 1946):5. Older students who had been exempted from military duty were allowed to enrol as students to study theology. The majority of Adventists who appeared before the tribunals for matters of conscience were given employment in areas of national importance.

facilities would be vacant during the summer break, the administration advertised the college as a holiday resort for city dwellers.¹ This apparently innocuous advertisement became more attractive to the war-weary and bomb-battered inhabitants trapped in the cities to the southeast and to the west of the college as time passed. These were almost the only visible signs that war had begun.

Such seemingly minor items of historical interest are listed to illustrate that the school continued its routine business through the period of the declaration of war and into 1940 with little disturbance of the peaceful college atmosphere. This tranquility seemed to reflect the quiet of the first few months of the war that the nation as a whole experienced during the period of the "phoney war."

Despite the threat of war and its subsequent onset, the union and college administrations continued to plan aggressively for the long term. A number of defects in the site at Newbold Revel had become apparent as the years had passed. The age and depreciation of the main building with the attendant high costs of maintenance and repair, the dampness of the location, and the distance from major centers encouraged the union administration in a willingness to sell the estate if the occasion presented itself. At least one purchaser showed sufficient interest in 1939 to start negotiating with the British Union Conference. The minimum selling price of £37,500. 0. 0, however, was too high and negotiations ended.² Six years later the inflationary effects of the war made it possible to ask for and

¹H. W. Lowe, "Notes from the Union President," BAM 44 (29 March 1940):2, 7.

²BUC Min, 18 May 1939, p. 47.

receive a price one-third higher than this amount.¹

A more important instance of the aggressive intent of the church, if not actual planning, was presented during an educational convention held in Norway just one month before war was declared.² The convention itself showed considerable courage since the delegates came from such countries as Finland, Denmark, Poland, and Holland. That they held the threat of war of little consequence was shown in the clearly stated recommendation to the Northern European Division "that a full senior college [be established] in a suitable location in England," offering a four-year post-secondary program in the arts, education, and theology.³ That this idea had been thought of several times before and would be taken up again later does not detract from the fact that it illustrates the determination of the church to press ahead with development plans. It could not have seen the awesome power, nor the time that would be consumed in the conflict about to commence.

Another action taken by the union conference administration in May 1940 was only indirectly linked to the development of Newbold College, but was of vital importance to the British church. This was the decision to open a church-operated secondary school. The church in Britain had been operating Newbold College for thirty-eight years. It had started an elementary church school system some eighteen years

¹The property sold for £50,000. 0. 0 in 1946. See pp. 130, 131.

²J. I. Robison, "Division Educational Council," AS 10 (October 1939):1, 3. This meeting was held in the Onsrud Mission School, Norway July 31 to August 7, 1939.

³NED Min, 7 August 1939, p. 53. It is possible that the delegates did not sense the nearness of the conflict.

later when the Stanborough Park church school had been opened. In the next few years elementary schools had been opened in other cities. When Duncombe Hall College opened, its course structure had been made purposely flexible in order to give its students the greatest possible opportunity to learn. The instructors were prepared to give individual attention to students needing instruction in the basic subjects normally found in elementary schools. Therefore, although it was established to train young adults for clerical and missionary service, expecting that they had already acquired basic skills, and setting its curriculum to offer courses on a post-elementary level, it was also prepared to provide elementary coaching if required. At the top end of the curriculum scale, some of the subjects offered were post-secondary in scope and philosophy, if not in academic standard. Thus, the original Adventist school in Britain could not be categorized in any specific academic level.¹

By 1939 Newbold Missionary College no longer pretended to offer an elementary program to children of under fourteen years of age. Although the secondary department was separately listed in the bulletin as offering three years of secondary instruction, this instruction was directly connected to the post-secondary curriculum and was given as preparation for that work. It was expected that those who took secondary work would continue into the college program, the entry level for the college courses being a secondary school-leaving certificate of some kind.²

¹Col Cal, 1902-1903, pp. 10-12.

²"The Secondary School," and "Theological School," Col Cal, 1939-1940, pp. 19-25. It is possible that the children of staff

With the college developing in this way, the union administration came to realize a need for a separate independently operating secondary school. Such a school would, first, provide a link between the small, but hopefully growing, Adventist elementary-school system and the college, becoming a reservoir from which the college could draw students for its program. Second, a church-operated secondary school could offer preparation for secular university and college training for Adventist young people who did not wish to attend Newbold College, or for whom the college did not have the desired course of study.¹

The elementary school, left behind at Stanborough Park when the college moved to Newbold Revel, grew sufficiently large to suggest that a secondary school could be added to it, creating a school accepting pupils from five to eighteen years of age. The union conference committee voted to establish this school on a non-residential basis and appointed the Newbold Missionary College science teacher, Edward E. White, as headmaster. It opened in September 1940 with one hundred pupils.² A large number of these came from London where the bombing had started in earnest and parents were looking for schooling

members were taught separately but no evidence has been found to substantiate this possibility.

¹ Stanborough School became a member of the Independent Schools Association and prepared students for the Oxford School Certificate which they wrote at sixteen years of age. White mentioned that he built the school up by starting with the pupils in the Stanborough Park church school, some of whom were fourteen years of age, and adding one year of the secondary curriculum each year. At that time this was a restricted academic curriculum similar to that used by the grammar schools before World War II. See Nigel G. Barham, (1976).

² H. W. Lowe, "Notes from the Union President," BAM 45 (13 September 1940):2; BUC Min, 22 May 1940, p. 63.

for their children outside the city and preferably in private schools.¹ Thus, this new school was also in a way the child of World War II.

The "phoney war" made its presence felt in a physical way at the college. The Ministry of Agriculture ordered 25 percent increase in arable farming. The college responded by purchasing a tractor and equipment and increasing food production by ploughing and planting an extra twenty-five acres of grazing land. This meant that 116 of the 320 acres owned by the college were being cultivated. In the harvest of 1940, the farm produced thirty tons of oats, ten tons of wheat, fifty-five tons of hay, forty tons of silage, and up to one hundred tons of potatoes. During the winter the greenhouses were upgraded, and by the summer of 1941 had produced over 30,000 heads of lettuce, two tons of runner beans, and approximately seven tons of tomatoes.² The handcraft industries, which employed student labor to produce leather and woollen goods, had been struggling to survive in the years before the war. The 1940-1941 school year saw an upturn in business with a profit being made for the first time, permitting a number of students to earn their way through school by producing and selling these goods.³ Another industry which profited

¹D. C. Beardsell interview with E. E. White, 21 October, 1982. For a detailed analysis of evacuation problems as they related to education see Gosden, pp. 35-39.

²N. H. Knight, "Earning an Education," BAM 46 (20 June 1941):1; BUC Min, 19 August 1940, p. 90; H. W. Lowe, "Notes from the Union President: College Gleanings," BAM 46 (19 August 1941):2. The increase of agricultural production on the estate is seen as a gesture of cooperation with the government in its attempts to reach self-sufficiency in food production.

³W. E. Read to A. W. Cormack, 3 January 1941, RG21 1941-NED, GCAr; H. W. Lowe, BAM 46 (19 August 1941):2. Murdoch listed

by the "phoney war" was book selling by student salesmen. The 1940 summer sales program resulted in thirty-five scholarships. This means that one-third of the student body earned their college fees by selling books during the summer holidays, compared with not more than 10 percent during prewar years. During the school year, a record £1,200. 0. 0 worth of religious books and magazines were sold by students on their free days.¹ By this time, however, the long wait had ended and the bombs were falling heavily on the cities around the college.²

The Immediate Effects of the War Upon the College

The shooting war started up in earnest between England and Germany in June 1940, with heavy aerial bombardments of cities, towns, and industrial sites, and a stepping up of naval attacks on shipping in the sea lanes around Britain. In August 1940 the airforce authorities requested the use of the gymnasium building to billet up to 150 airforce cadets. The British Union Conference committee, hoping

industrial statistics for 1940-1941 college year. The students had produced 19,000 pairs of men's socks, 14,000 leather shopping bags, and 6,000 gas mask carriers, using two and one half miles of zip fasteners for the shopping bags. See W. G. C. Murdoch, "Newbold Missionary College," AS 12 (October 1941):4. Three previous years, the same two industries had made a total operating loss of £1,200. 0.0. A study of the May 1941 financial statement shows that the total income of the two industries amounted to £3,358.15. 2. A rough estimate of the annual expenditure gave them a small profit of less than £100. 0. 0. The total income for the two industries for the year ending 31 May 1940, amounted to only £1,243. 0. 0. See Newbold Missionary College Financial Statements and audit reports for 1940 and 1941, Microfiche, GCAr.

¹W. E. Read, quoted in "Latest Word from England," RH 118 (23 January 1941):24; A. J. Raitt, "Newbold College," BAM 46 (9 May 1941):2.

²D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982.

to avoid complete requisition of the estate, reluctantly rented the building to the Royal Air Force for £20. 0. 0 a week for a period of six months.¹ There was much forlorn hope in this negotiation, for the war would last many times longer than six months. Even worse for the college, the military authorities, in the end, were not satisfied with only the gymnasium.

Requisition

One day in August 1941, two Royal Air Force officers arrived on the Newbold Missionary College campus and informed Murdoch the principal, that the air force required the college buildings for military purposes. The principal attempted to remonstrate, but to no avail. They simply suggested that he select twenty of the best students and operate a small school for them, sending the other students and faculty home.² Fortunately, this rigidity of demeanor did not continue. The union conference administration entered into a long but fruitless attempt to save the college from requisition. The Air Ministry was adamant that the air force regarded the buildings as essential to their operations.³ They did, however, compromise on

¹ BUC Min, 28 August 1940, pp. 89, 90.

² Murdoch stated that the officers had implied a need for only a small operation which would require a small facility such as one or two domestic residences. He told the officers that he was incapable of deciding who would and who would not attend such a school. See D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982; BUC Min, 9 October 1941, p. 52.

³ In the early states of the deliberations over the requisition order, the Air Ministry made an implication that inferred a slight possibility that they might look elsewhere, by mentioning in one of their letters that their regional Liaison Officer had been instructed to explore alternative possibilities. There is no evidence available that he did so, for the correspondence indicates that soon

two areas: (1) they left the farm and gardens in the hands of the college; and (2) they authorized air force administrative personnel in the area to assist in the location of alternative accommodation for the college.¹

After a protracted search in which the principal and the two regional air force officers visited numerous estates, schools, and villas, the college was allocated two small properties about ten miles south of the city of Birmingham. One was a residential villa known as Aylesbury House, and the other was Packwood Haugh, the former home of a small private boys' school. These buildings were found in early November 1941.² After more lengthy correspondence with the Air Ministry, the requisition was finally signed by the union president and the arrangements made for the handover of Newbold Revel. The Air Ministry took possession on December 18, 1941, with the understanding that the college would move out on January 21, 1942.³

afterwards the church administration was forced to enter final negotiations for the take-over of the property. These negotiations were carried out with the strictest formality and courtesy, with the last letter from the Air Ministry closing the subject with the statement, "I am directed to thank you for the cooperation which you have . . . contributed to the carrying out of these arrangements. It is hoped that the completion of the arrangements [reference to Packwood Haugh] will prove equally satisfactory to you." See BUC Min, 16 October 1941, pp. 54-61; M. P. Murray to H. W. Lowe, 18 December 1941, Requisition File, British Union Conference of Seventh-day Adventists, Watford, England.

¹ D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982; H. W. Lowe to Group Captain Drummond, 17 October 1941, as attached to BUC Min, 16 October 1941, p. 57.

² H. W. Lowe to Group Captain Drummond, 5 November 1941, Requisition File, BUC, Watford.

³ See the copy of the application form for compensation, 11 June 1942, Requisition File. BUC, Watford; M. P. Murray to H. W. Lowe,

The opening of the second term of the 1941-1942 school year was postponed until February 18. In the meantime, the faculty and staff moved the equipment that could be fitted into the smaller facilities at Packwood Haugh, a task that was made more difficult by an unusually cold and snowy winter.¹ As the Royal Air Force required administrative and residential space, they requisitioned only the land immediately around the buildings to a total of about eighty acres.² The Newbold farm and greenhouses were left under the management of the college. This meant that the college had to operate in two places, twenty-five miles apart. There was a small advantage in that the college left the farmer and gardener at Newbold Revel, and they were able to report on the condition of the requisitioned property while they looked after the farm and garden. They were assisted by students from the college who had been drafted into the services, then given alternative work by military tribunal because of their conscientious objection to combatant duty.³

18 December 1941, in the same file.

¹ BUC Min, 10 February 1942, p. 9; N. H. Knight, "Newbold Carries On," BAM 47 (27 March 1942):1. The removal operation necessitated the making of forty return trips between Newbold Revel and Packwood Haugh using Granose Food Company vans and the college tractor and trailer. See P. Standen to D. C. Beardsell, 10 April 1983, Personal File, for a mention of "all kinds of vehicles;" also comments made by E. H. Foster regarding the problems of moving. See D. C. Beardsell interview with E. H. Foster, 24 October 1982.

² M. P. Murray to H. W. Lowe, 18 December 1941, Requisition File, BUC, Watford. The reasons for requisition were kept secret at the time.

³ D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982. As far as possible the farm workers studied in the evenings. It was easier for those who were assigned to farm work at Packwood Haugh to attend classes as they did not have to travel.

Other Immediate Effects

Besides the loss of the Revel property, the war had other immediate effects on the administration of the college. The first of these was the loss of income through a drop in enrollment. The Continental department had to be closed and this reduced the enrollment by thirty to forty students. The effect of the reduced income was partially offset by the savings from the closure of the department, and by the division continuing to contribute part of the Continental department director's salary. It was also offset by the British enrollment that actually increased in the first years of the war, even though the age group was younger because of national conscription rules.¹

A second effect was that caused by the exchange of good facilities for extremely poor ones. The college suffered in every area of operation. The student accommodation was small, overcrowded, and in some ways detrimental to the students' health. The faculty accommodation was similarly lacking in many comforts. Toilet facilities, food services, instructional and assembly space were limited, and what was available had been constructed for a much smaller organization.²

¹The government had ordered that the church ministry was a reserved occupation and that those already in training before the regulations could continue and complete their theological education. Those applying for theological training after the edict had been announced had to appear before the local military tribunals. See D. C. Beardsell interview with E. H. Foster, 24 October 1982. See pp. 203-207 for a discussion of the Continental department.

²P. Standen to D. C. Beardsell, 10 April 1983, Personal File; D. C. Beardsell interview with E. H. Foster, 24 October 1982. The loss of the facilities of the college changed the approach to the tradition of graduation as an annual convocation of the British

On the positive side, the industries gained momentum from the onset of war showing a small profit in 1941. Unfortunately the financial statements for 1942 to 1944 are not available to substantiate whether this trend continued. The industries were moved to Packwood Haugh and operated from temporary quarters there. The union conference minutes of October 13, 1942, indicated the possibility of a shortage of supplies because of government restrictions.

The Effect of the War on the Adventist Church in Britain

The Adventist church in Britain felt the immediate effects of the war in a number of ways besides the loss of the college. (1) The sanitarium at Stanborough Park was requisitioned on the day war was declared, initially as a psychiatric hospital, and later as a safe site for the University College hospital of London.¹ (2) A brief but unsympathetic period of publicity by the national press was encountered because of a leak to the newspapers about the reluctance of the administration to part with the college. The press publicly apologized for this a little while later.²

(3) The church became involved in financial problems caused

Adventist church membership. This was first affected by the compulsory renting of the gymnasium/auditorium to the Air Force in 1939, reducing the size of the congregation from almost 1,000 to around 200 persons, the capacity of the college chapel. The requisition of the remainder of the buildings and the relocation of the college at Packwood Haugh effectively removed graduation as a public meeting because the small temporary chapel seated only 150 persons.

¹"Our Sanitarium Work," BAM 46 (28 March 1941):2; Porter, A Century of Adventism (1974), p. 29.

²H. W. Lowe, "Notes from the Union President," BAM 46 (19 December 1941):2; D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982. Attempts to find copies of the published material have so far failed.

by the requisition of its institutions without any official arrangements or commitment by the military authorities to reimburse it for the use of its properties. Except for occasional payment by the government, the union had to wait until the war ended to be fully recompensed. Even then, there was no way that the costs of wear and tear and non-maintained depreciation could be repaid.¹

(4) The relationship of the British Adventist church to its counterparts on the European continent and in North America was affected. German occupation of countries such as Poland, Denmark, Norway, and Holland effectively separated the British Union Conference from its partners in the Northern European Division.² In addition, the division headquarters, situated in a northern suburb of London, made it impossible to communicate with all the members of the division. In 1941 the General Conference took over the direct administration of the individual countries as attached unions. This

¹The General Conference made a grant of £1,000. 0. 0 to be shared between the Stanborough Secondary School and Newbold Missionary College, the latter's share to be put towards relocation expenses. See W. E. Read to H. W. Lowe and A. Carey, 29 January 1942, RG21 1942-NED, GCAr. A statement of account sent by the British Advent Missions Ltd., (the name of the legal body of the British Adventist church) to the Air Ministry in 1946 gives an outline of the actual monetary cost to the church between 1941 and 1946. This account totalled £17,967.16. 3, and did not include an estimate of the costs of wear and tear to the Newbold Revel estate, which fortunately the church did not have to care for. David Throssell stated that the Royal Air Force took good care of the main building at Newbold Revel. See D. C. Beardsell interview with D. Throssell, Newbold College, Bracknell, England, 19 October 1982; and The Statement of Account, 18 December 1941, to 21 October 1946, Requisition File, BUC, Watford.

²Europe was divided into three divisions or regional administrative units. The British Union of the Seventh-day Adventist church had been incorporated into the Northern European Division with its headquarters in London since 1929, whereas Germany formed a part of the Central European Division with headquarters in Berlin. SDA Year-book, 1929, p. 104; Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia, rev. ed. (1976), s.v. "Northern European Division."

proved to be a more satisfactory method of operating for the British administration, who through the years had often found the relationship with their European colleagues less than beneficial. After finding direct dealings with the General Conference through the war years a satisfactory experience, the union conference committee attempted in 1946 to prolong this channel of access to the highest office of the world church by petitioning the General Conference committee to grant the union the status of a division. This petition was temporarily successful, and only in 1951 did the British church¹ rejoin a European division.

(5) The heavy bombing by the German Luftwaffe, particularly during the early years of the war, destroyed two Adventist churches and damaged eighteen others. None of the larger institutions were affected by the raids, although the giant attack on Coventry a few miles to the west of Newbold Revel on the night of November 14, 1940, was seen and heard by the teachers and students of the college as the city center was gutted by incendiary and other types of bombs.² At Packwood they spent many a night listening to the raids on Birmingham

¹ W. H. Branson, "The Northern European Division" RH 119 (29 January 1942):1; "The Situation at the Edgware Office," RG21 1942-NED, GCAr. For the feelings of the British Union administration see BUC Min, 9 August 1946, p. 75. For the return of the British Union Conference to the Northern European Division see Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia (1976), s.v. "Northern Europe-West Africa Division."

² Hart, p. 108; D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982; P. Standen to D. C. Beardsell, 10 April 1983, Personal File. Victor H. Cooper, a theology graduate of Newbold Missionary College in 1943, and a student of the college during the bombing of Coventry and Birmingham, remembers seeing the craters in the fields of Newbold Revel estate created by the bombs dropped by the Luftwaffe upon their return from bombing raids on Coventry as they emptied their bomb bays. As told to D.C. Beardsell by Cooper.

just to the north of them. The air raids over Britain also killed thirty and injured over fifty British church members, in a membership of just over 6,000 persons.¹

How the College Coped with Wartime Conditions, 1941-1945

The wartime address of the college was Newbold Missionary College, Packwood Haugh, Hockley Heath, Warwickshire.² In the previous moves the college had changed its name each time. This time it moved complete with its name, Newbold Missionary College, and motto, "Virtute et Labore," which it had adopted along with the name from the Newbold Revel estate. It has kept both the name and the motto to the present day, even though it moved again from the Birmingham location.³

One of the two properties assigned to the college was known as Packwood Haugh. The other was called Aylesbury House. Although the authorities reserved these properties for the school, they were not requisitioned as such, and the administration was forced to pay rent for them, an amount which totalled over £5,000. 0. 0 by the end of the war.⁴

¹H. W. Lowe, "The British Union Conference," RH 123 (7 June 1946):41.

²Idem, "Notes from the President," BAM 47 (2 January 1942):2.

³Salisbury chose the statement, "Let us go on unto Perfection," Hebrews 6:1, as the motto for Duncombe Hall College, see Col Cal, 1902-1903, p. 192. This did not appear in the bulletins again after the move to Stanborough Park. The college under Murdoch adopted the Latin motto inscribed on the Revel mansion, "Virtute et Labore," because it seemed to summarize the Adventist philosophy towards education. See p.191 above for the origin of Newbold Revel. The reason for keeping the motto when moving to Binfield after the war is not clear, unless it was for reasons of nostalgia.

⁴H. W. Lowe to Sir Dennis Herbert, 12 November 1941, Requisition

Hockley Heath was a small village in Warwickshire, about ten miles south of the city of Birmingham and located on the main Stratford-on-Avon road. The area was a mixture of small farms and middle-class estates where the businessmen of Birmingham resided. Packwood Haugh itself was located a mile outside the village on the crown of a small wooded hill, on a small forty-acre estate which was also made available to the college. There were no complaints about the pleasant surroundings.¹

As mentioned above, Packwood Haugh had been a small private boys' residential preparatory school catering for sixty pupils.² The Newbold Missionary College enrollment for the 1941-1942 school year was close to double that figure. This created a serious housing problem. The administration solved it, first, by using every available space in the building, and second, by purchasing wooden huts. Administrators had hoped that the military authorities would supply these, but the only help from the military was the provision of one Nissen hut and purchase permits for four others. These huts cost the church approximately £1,600. 0. 0. Their dimensions were eighty feet by eighteen feet and accommodated about twenty-five students.³ Three

File, BUC, Watford. The church was informed that it was responsible for making financial arrangements, although there was apparently an understanding that claims could be made for any expenses. The legal organization of the church prepared a statement of account in 1946 which listed the rent paid for the two properties: Packwood Haugh--£2,805. 0. 0, and Aylesbury House--£2,379. 0. 0.

¹ N. H. Knight, "Newbold Carries On," BAM 47 (2 January 1942):2.

² The English "Public" school system included preparatory schools on the elementary level. These were independent fee-paying boarding schools for children from the age of seven years. They prepared pupils for selection into the preparatory grammar schools such as those listed on p.287 below.

³ The information regarding these huts is included because of

were used for accommodating the young men, one was used as a chapel and assembly hall, and the fifth for industrial classes, small industries, and maintenance work. The main building housed the young women, the two deans, and classrooms. The principal's family lived in a very small bungalow located between the men's huts and the main building. Their privacy was reduced to a minimum as the men had no bathroom facilities of any kind in the huts, causing constant traffic on the path between the huts and the main building that passed within a few feet of the bungalow. Conditions in the huts were primitive. The huts were constructed on new, unfinished concrete slabs. Sweeping the floors created a serious cement dust problem. Heating was another problem because of the simple wooden construction of the walls. Each hut was provided with a coke-burning heating stove in the middle of the room, but this provided very poor service. Because of the roofing material water-proofing became a serious problem with internal flooding taking place whenever rain of any consequence fell.¹

Except for overcrowding, the women were somewhat more comfortable. The faculty faced many housing difficulties with the insufficient and inferior accommodation that was provided. The second large

the impression left by them on the memories of many students and faculty who attended Newbold Missionary College during the war years. It is easier to get a description of the huts than of either of the two main buildings rented by the church. See D. C. Beardsell interviews with R. E. Graham, 10 October 1982; with E. H. Foster, 24 October 1982; and with W. G. C. Murdoch, 4 April 1982. See also P. Standen to D. C. Beardsell, 10 April 1983, Personal File. The evidence given by the above is substantiated by BUC Min, 17 March 1942, p. 24; M. P. Murray to H. W. Lowe, 18 December 1941, p. 2; and H. W. Lowe to the Air Ministry, 14 December 1941, p. 2, Requisition File, BUC, Watford, England.

¹D. C. Beardsell interviews with R. E. Graham, 10 October 1982; and with W. G. C. Murdoch, 4 April 1982.

building, Aylesbury House, was a mile from Packwood Haugh and was used to house four faculty families. A fifth family was housed in a renovated outbuilding. Despite the serious housing problems there were few complaints by faculty or students. In the main, they developed a sense of camaraderie and cooperation which continued during the four years the college operated at Hockley Heath.¹

The college administration attempted to administer the instructional and work programs as close to those operated at Newbold Revel as possible, but there had to be some modifications. One or two courses had to be dropped or reduced in size, and the industrial work had to be adapted.² The main farm at Newbold Revel had to be cared for by the permanent staff and a few workers sent there by the local military tribunal to do their war service. This reduced the amount of work available for the students. The college utilized the eighty acres available at Hockley Heath for a small dairy farm and market garden. Some students found work on neighboring farms and small holdings. The college administration considered renting one of these farms as a dairy enterprise to provide more student labor, but the investment was too large and the union conference committee rejected the plan. The outbuildings were adapted to house the textile and leather industries that had served the students so well and had even made a profit during the last year at Newbold Revel.

¹E. H. Foster indicated that there were only minor complaints made about housing with a few comparisons being drawn, but there was nothing that lowered the high level of morale that came with the belief that faculty and students alike were undergoing difficulties for the sake of the church and Christian education. D. C. Beardsell interview with E. H. Foster, 24 October 1982.

²One example was the course in typing. The correspondence courses were increased in number to compensate for reduction in

A brief investigation on the level of patriotism at the college resulted in the conclusion that the acceptance of the loss of Newbold Revel and the willingness to adapt to the considerably inferior conditions at Hockley Heath had little to do with nationalistic fervor. It had more to do with the Adventist teachings on eschatology, and interpretation of the prophecies referring to the "end time." Murdoch wrote in the British Advent Messenger that

The call of the nation is for greater effort and more careful preparation to meet the demands which will be made upon us in the days ahead. Shall the church of God be less insistent in its preparation to give the note of warning to the world? In these stirring times the Advent movement is looking to its young people to bear aloft the banner of truth and forge ahead until the final victory is won.¹

One of the traditions that had to be abandoned was the annual convocation of church members at the graduation ceremonies of the college. The hut that had been renovated as a chapel seated only 150 persons and there were more than that number already at the college. This meant that only the immediate relatives could attend the graduation services for the next four years.² The sixteen members of the 1942 graduating class caused a small but significant break with the past by donating, as a class gift, a new pulpit to replace the one that the college had used since 1905.³

campus courses as well as to assist those who could not attend in person. P. Standen to D. C. Beardsell, 10 April 1983, Personal File; BUC Min, 27 October 1952, p. 55; W. G. C. Murdoch, "Newbold Missionary College," BAM 47 (24 April 1942):3.

¹Murdoch, BAM 47 (24 April 1942):3.

²Idem, "College Graduation Services," H.W. Lowe, "Notes from the Union President," BAM 47 (22 May 1942):3. Graduation had taken place in the Newbold Revel gymnasium for the past ten years and had become an annual event for the British Adventist church with audiences of up to 1,000 persons. See p. 235 above.

³K. Baird, "First Graduation at Packwood May 29-31, 1942,"

The increased fees for the 1942-1943 school year indicated the continuing effect of inflation. They were increased by almost 10 percent to £63. 0. 0. Students were expected to pay a minimum of £30. 0. 0 in cash.¹ This regulation was essential and had been a regular stipulation for admission for the past decade. Only the exceptional student paid the full amount in cash. Almost all of the students had to work to pay for their schooling. The minimum cash requirement assured a certain amount of operating cash income for the college that enabled it to pay for routine running expenses. The fees were increased to £68. 0. 0 for the 1943-1944 school year. They were kept at this figure until the 1946-1947 school year when they were raised to £75. 0. 0.²

Another small but significant change was made in 1942 when the Bible instructor's course was lengthened from two to three years. The war was making it difficult to employ all the graduates of the college and this action attempted to slow down the supply of new Bible workers.³ Financial stress on the part of the church and

BAM 47 (19 June 1942):2.

¹BUC Min, 15 July 1942, p. 41. 42.

²BUC Min, 19 March 1946, p. 38.

³BUC Min, 15 July 1942, p. 42; 17 March 1942, p. 19; 2 March 1943, p. 17; H. W. Lowe, "Notes from the Union President," BAM 48 (4 June 1943):2. The three years 1941 to 1943, had resulted in three large graduating classes with the 1943 graduating class of twenty being the largest in the history of the college. This meant that the church had to try to employ over fifty new workers at a time of crisis. It had become a tradition that the church absorb the graduates of its college, although there was no official church statement to this effect. H. W. Lowe, "Discussion Corner," BAM 47 (22 May 1942):8. The problems were not as damaging as expected because, despite the war situation, church membership grew at an above-average

college employees was also evidenced by the payment of a war bonus to supplement their salaries. This was introduced in July 1940, at 10 percent of the monthly salary. The bonus was increased to 15 percent in 1941, 20 percent in 1942, and to 30 percent in 1943. It was given in addition to the regular annual salary increments paid to those not yet on the maximum rate.¹ By the end of 1943 income increases were not keeping up with the rapidly spiralling costs of operating the church and college in spite of the 10 percent increase in tithe income for that year. The union administration then amalgamated salaries and bonuses into a new salary scale without any increase for 1944, except for the annual increments to those who had not reached the maximum point on the scale. An increase of 5 percent was voted again for 1945, giving a 35 percent increase of salaries between 1939 and 1945.²

The 1943 graduating class was the largest in the history of the institution. This, despite the fact that the war had been raging for four years. The twenty persons who completed their studies were an indication that the war had not seriously affected the enrollment of students nor their ability to return year after year to continue their programs. The union, however, had difficulty employing them

rate and tithe income increased approximately 50 percent. See British Union Conference Statistics, appendix S, p. 479.

¹BUC Min, 18 December 1940, p. 106; 2 February 1943, p. 2.

²BUC Min, 31 January 1944, p. 3; 6 February 1945, p. 3; H. W. Lowe to W. H. Branson, 18 January 1944, p. 1, RG21 1944-NED, GCAr. The union statistics show a salary increase of 12 percent. One of the Adventist teachings follows the Biblical concept of church support by the membership through the tithing of all income. One-tenth of the member's income is given to the church. For the removal of the war bonus, see BUC Min, 31 January 1944, p. 3; 6 February 1945, p. 3.

all, and some were advised to study for an additional year. Of the twenty graduates, five were not employed by the British church during 1943. The years 1944 and 1945 graduated classes of fourteen and sixteen, respectively. This meant that, including the sixteen graduates in 1942, Newbold Missionary College had graduated sixty-six students during the four years that the college operated under war conditions at Hockley Heath.¹ Enrollment, too, remained steady at approximately one hundred students each year for the four years, enabling the school to operate at capacity and offer a viable program. The faculty remained the same through the war with only one notable change because of illness.²

There were moments of despondency during the war, as the union president indicated, first, to the British church members when he wrote, "At times we have wondered how we could face another year's work with decreasing enrollment, high costs of operating and hosts of other restrictive conditions."³ Later, to the world church he declared, "This has been a period of realignment and adjustment under pressure. . . . Some avenues have temporarily closed. . . . Some things have not gone the way we should have chosen."⁴

¹W. G. C. Murdoch, "Newbold College," BAM 48 (23 April 1943):6; BUC Min, 2 March 1943, p. 17; 28 April 1943, p. 31. See the table listing the number of graduates, appendix F, p. 422.

²BUC Min, 27 October 1942, p. 55. P. P. Schuil was given one year's retirement for reasons of ill health during the 1942-1943 school year. He returned after that and continued for another thirty years of denominational service. See P. P. Schuil questionnaire, Personal File.

³H. W. Lowe, "Newbold College, the Fifth Year Under War Conditions," BAM 49 (8 September 1944):3.

⁴Idem, "News from Britain," RH 121 (3 August 1944):17.

The war ended on May 9, 1945, and some problems disappeared with it. The college celebrated VE-day with a banquet under a large cedar tree on the grounds.¹ The faculty and students anticipated the prospect of soon receiving their estate back from the military and resuming college life as before. Lowe, the union president, announced in September:

Both the garden and farm [of Newbold Revel] are being kept in good condition and improvements are being judiciously made in order to avoid heavy expenditures when we resume full College activities in our old quarters in the future. We hope that this is very near.²

This return to the "old quarters" never took place. Within weeks of VE-day the British Union Conference administration was aware that de-requisition would take a long time, and that there was even a possibility that it might never take place.³ A committee was actively searching for a new location, one that would allow expansion, modernization, and achievement of that elusive goal--senior status.

The 1944 Education Act and Its Significance for the College

With the passing in Parliament of the 1902 Education Act, the state had assumed the responsibility for the education of its youth. The period between 1902 and 1939 had seen a development of the elementary school system of the nation. Because of World War I, the social problems of the 1920s, and the Great Depression of the early

¹ D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982.

² H. W. Lowe, BAM 49 (8 September 1944):3.

³ BUC Min, 3 July 1945, p. 24; H. W. Lowe to T. J. Michael, 23 May 1945, RG21 1945-BUC, GCAR.

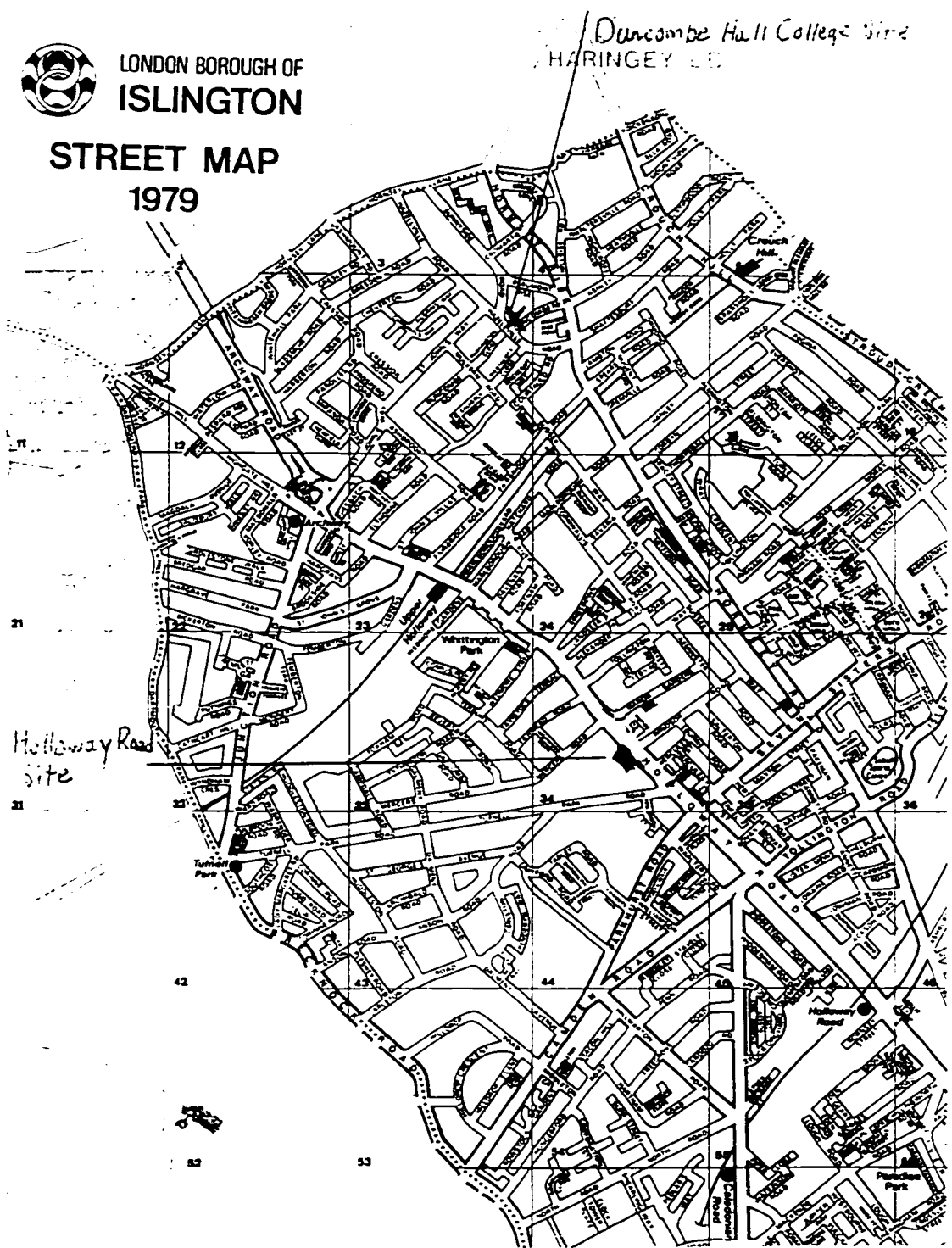


Figure 1. Map of North London showing Holloway Hall and Duncombe Road

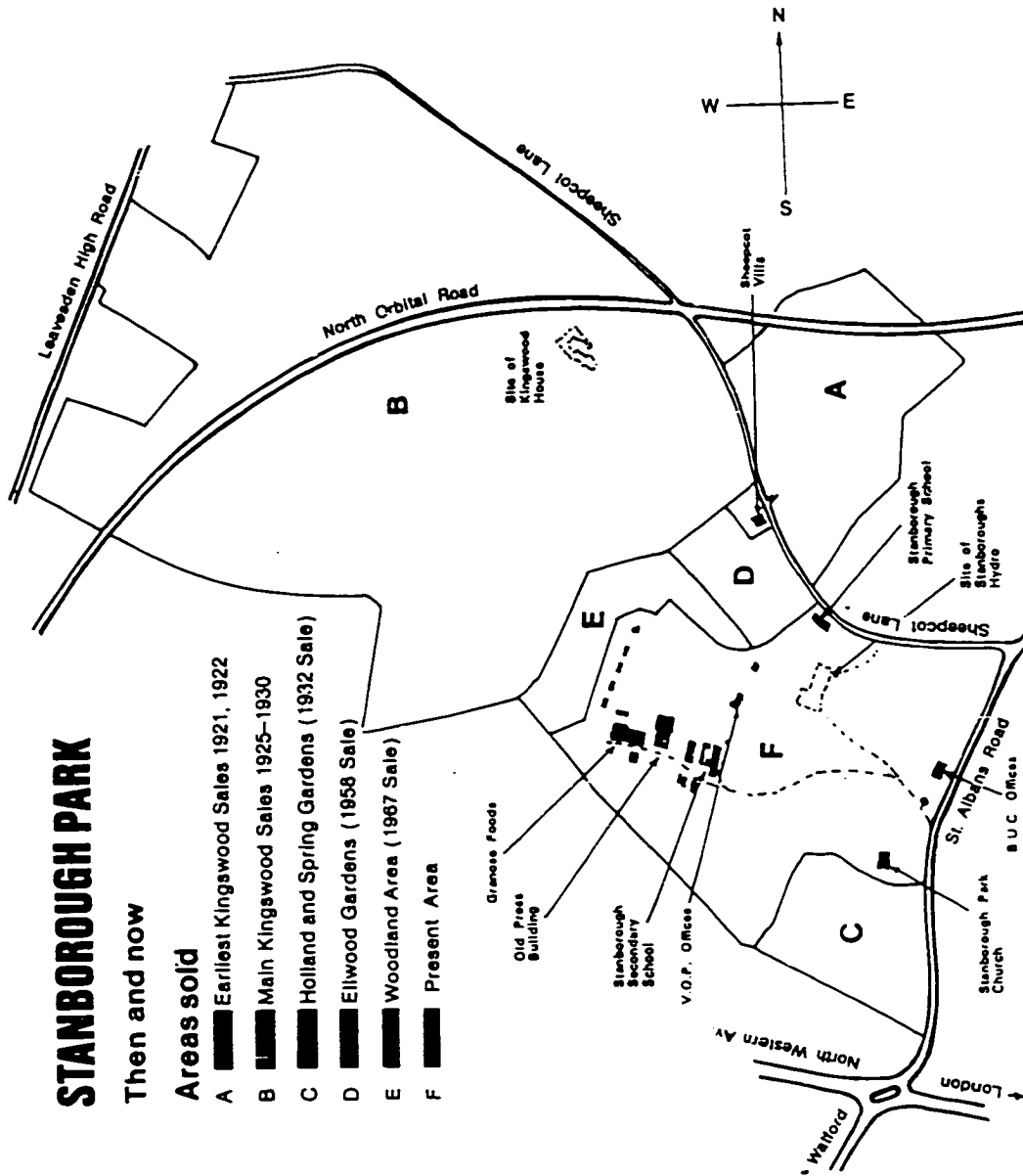


Figure 3. Plot plan of Stanborough Park and Kingswood Estate

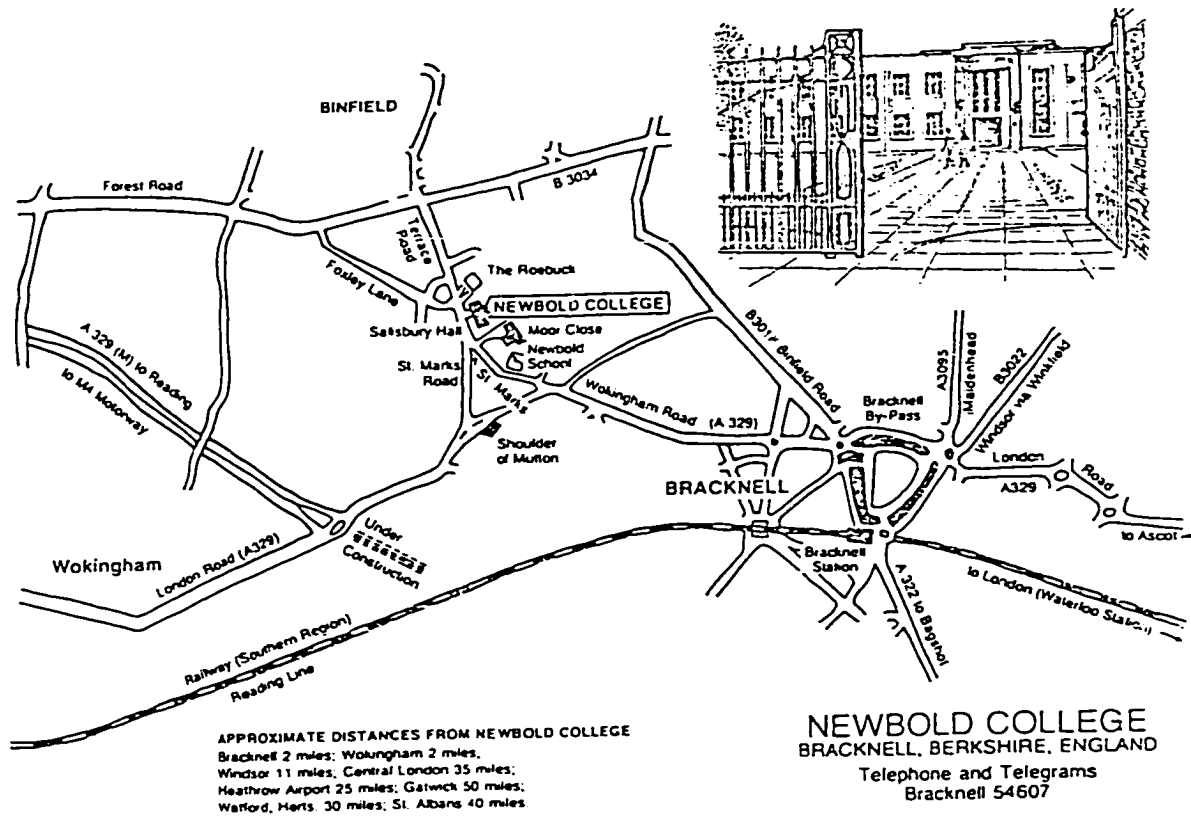


Figure 4. Map showing the location of Newbold College, Binfield

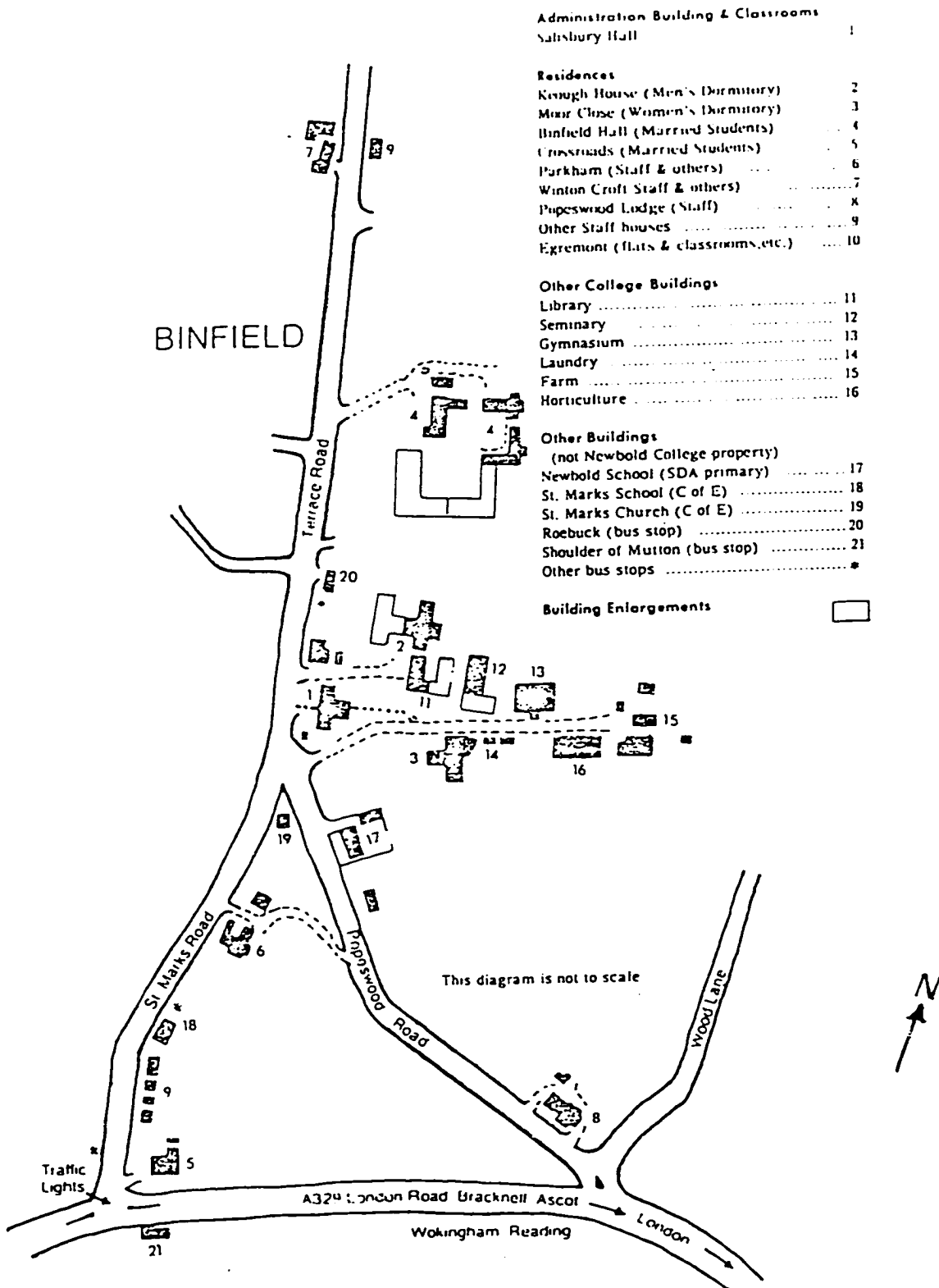
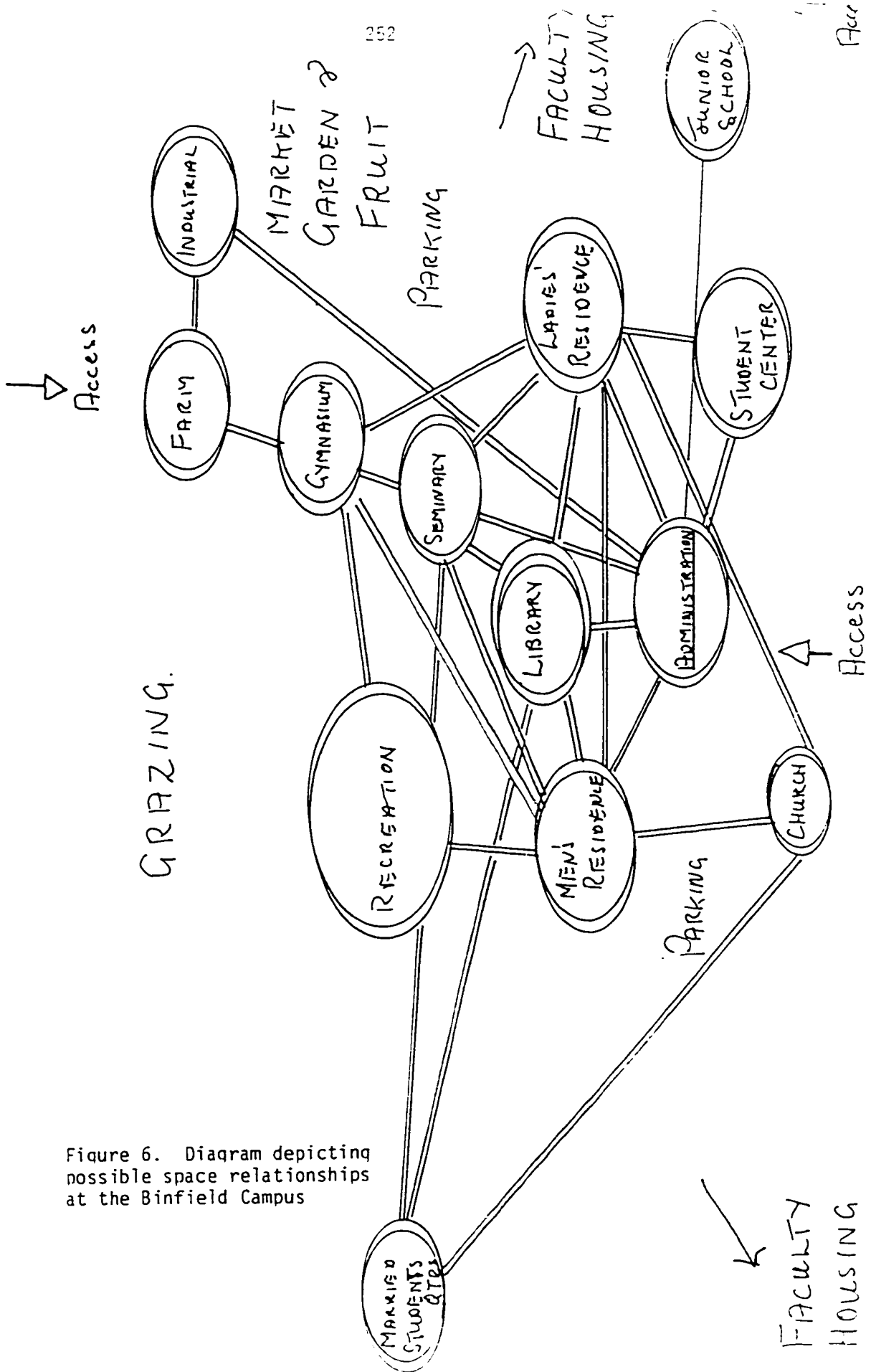


Figure 5. Plot Plan of the Binfield Campus



GRAZING.

Figure 6. Diagram depicting possible space relationships at the Binfield Campus

FACULTY HOUSING

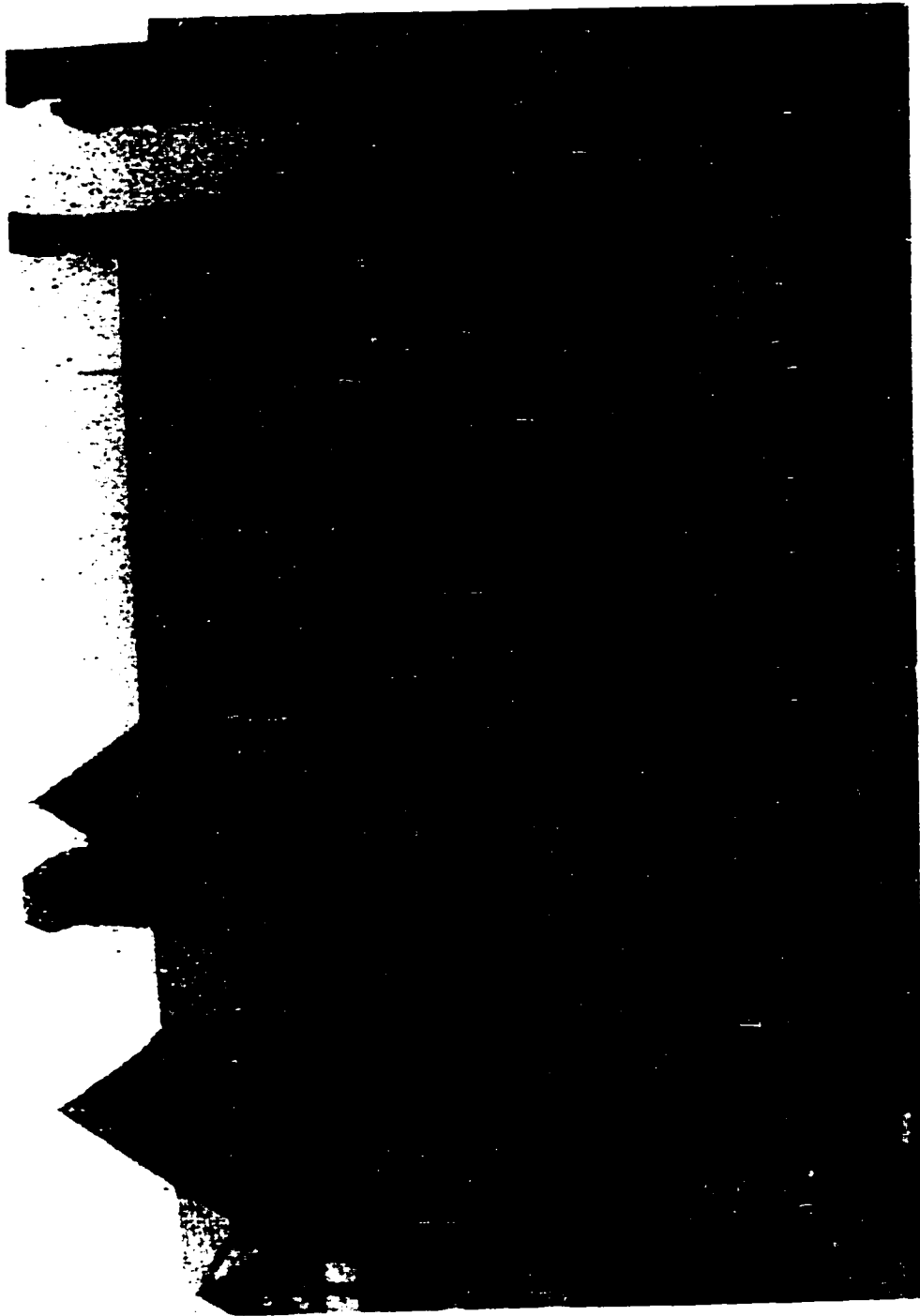


Figure 7. The Chaloners, North London



Figure 3. Manor Gardens

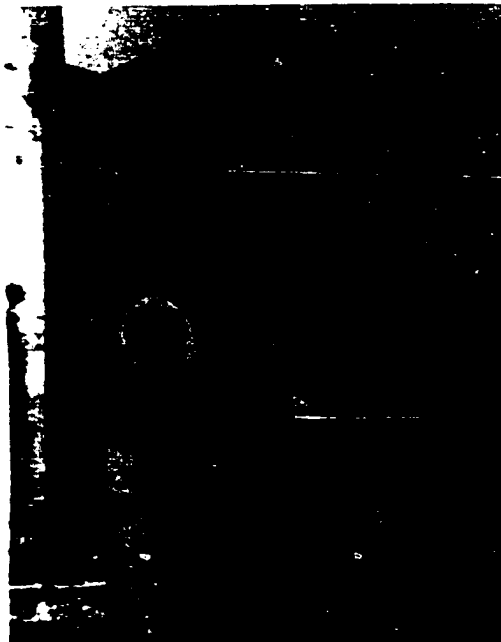


Figure 9. Duncombe Hall, North London



Figure 10. Aerial View of Stanborough Park



Figure 11. Stanborough Park Gate and Lodge



Figure 12. The Stanboroughs Mansion, c.a. 1906



Figure 13. Stanborough Park Missionary College

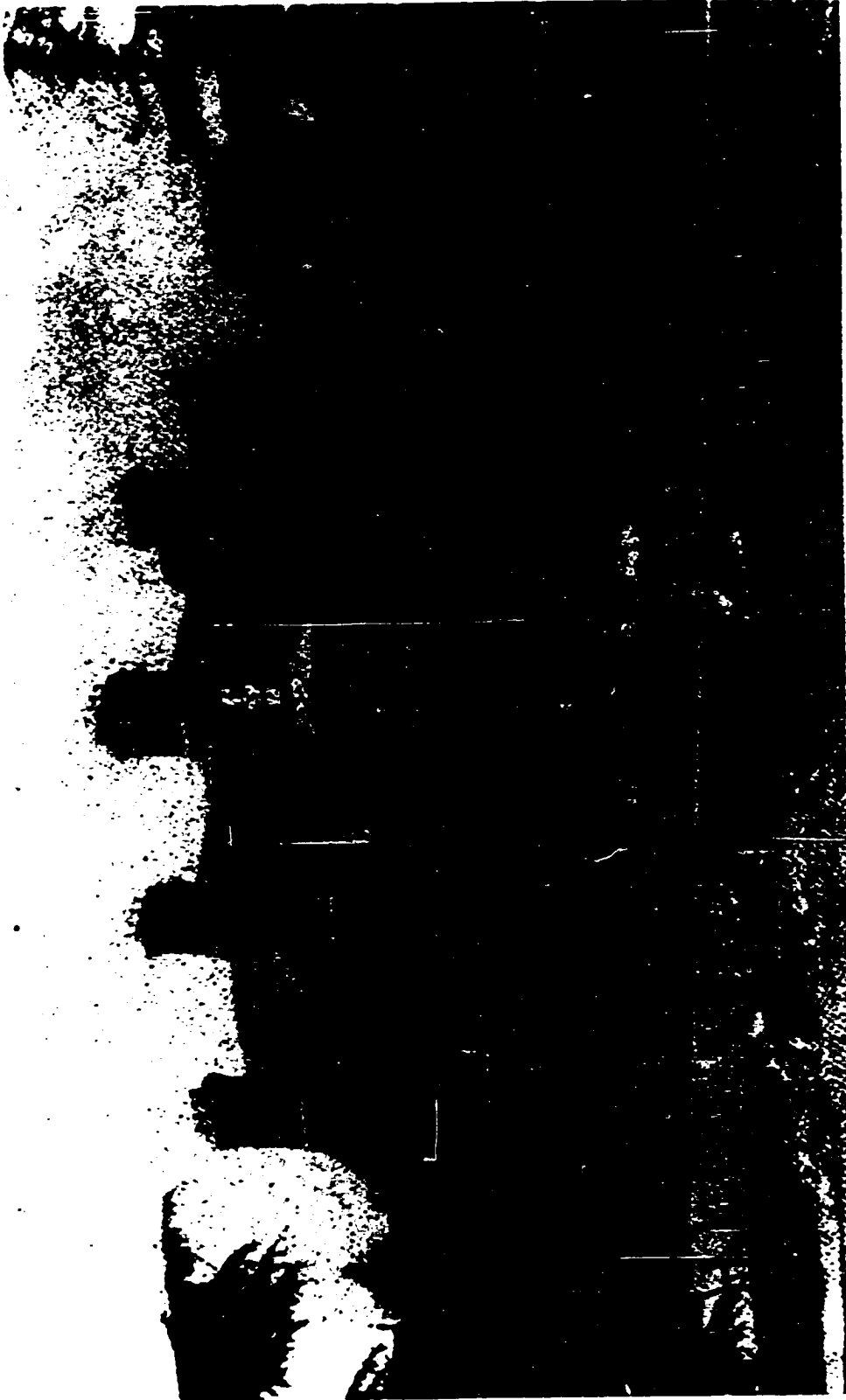


Figure 14. Kingswood Manor, Hatford

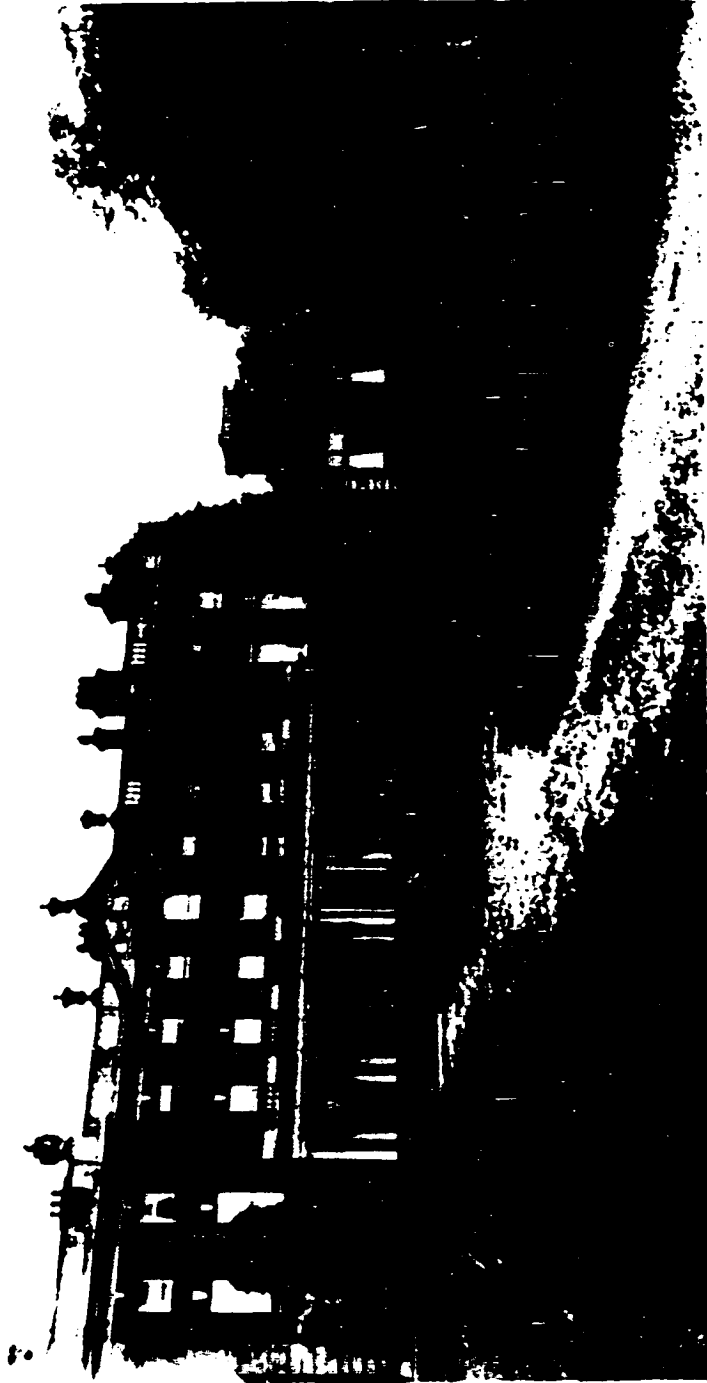


Figure 15. Newbold Missionary Collene, Newbold Revel



Figure 16. Moor Close, Binfield



Figure 17. Salisbury Hall, Binfield



Figure 13. Keough House, Binfield



Figure 19. The Seminary, Binfield

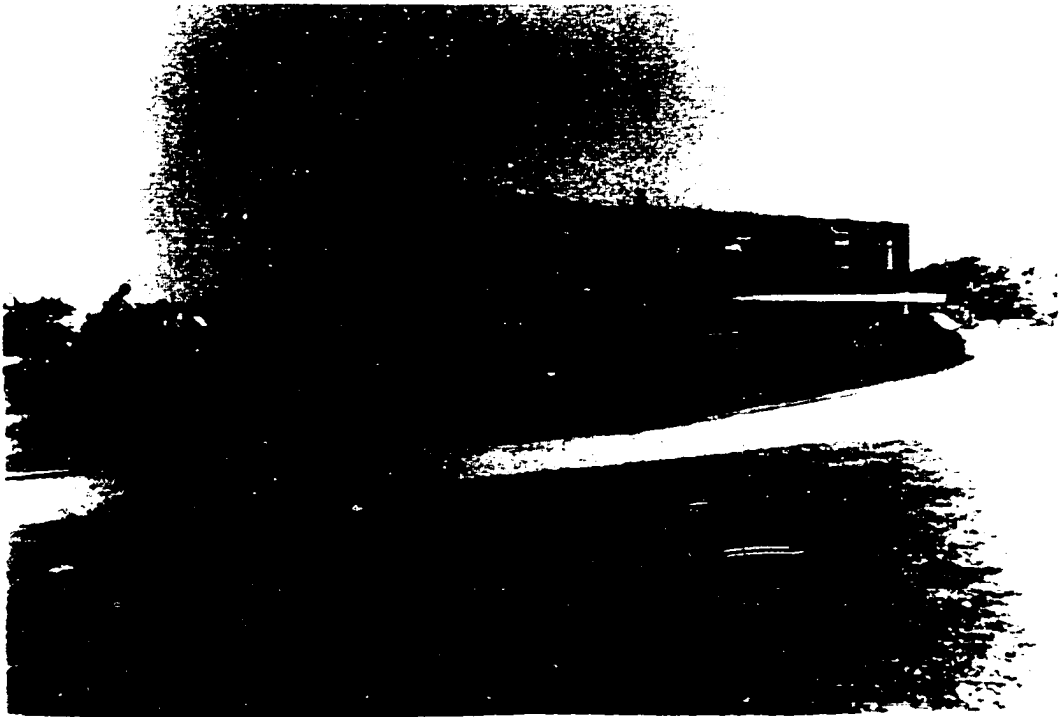


Figure 20. The Library, 3infield



Figure 21. Stephen W. Haskell

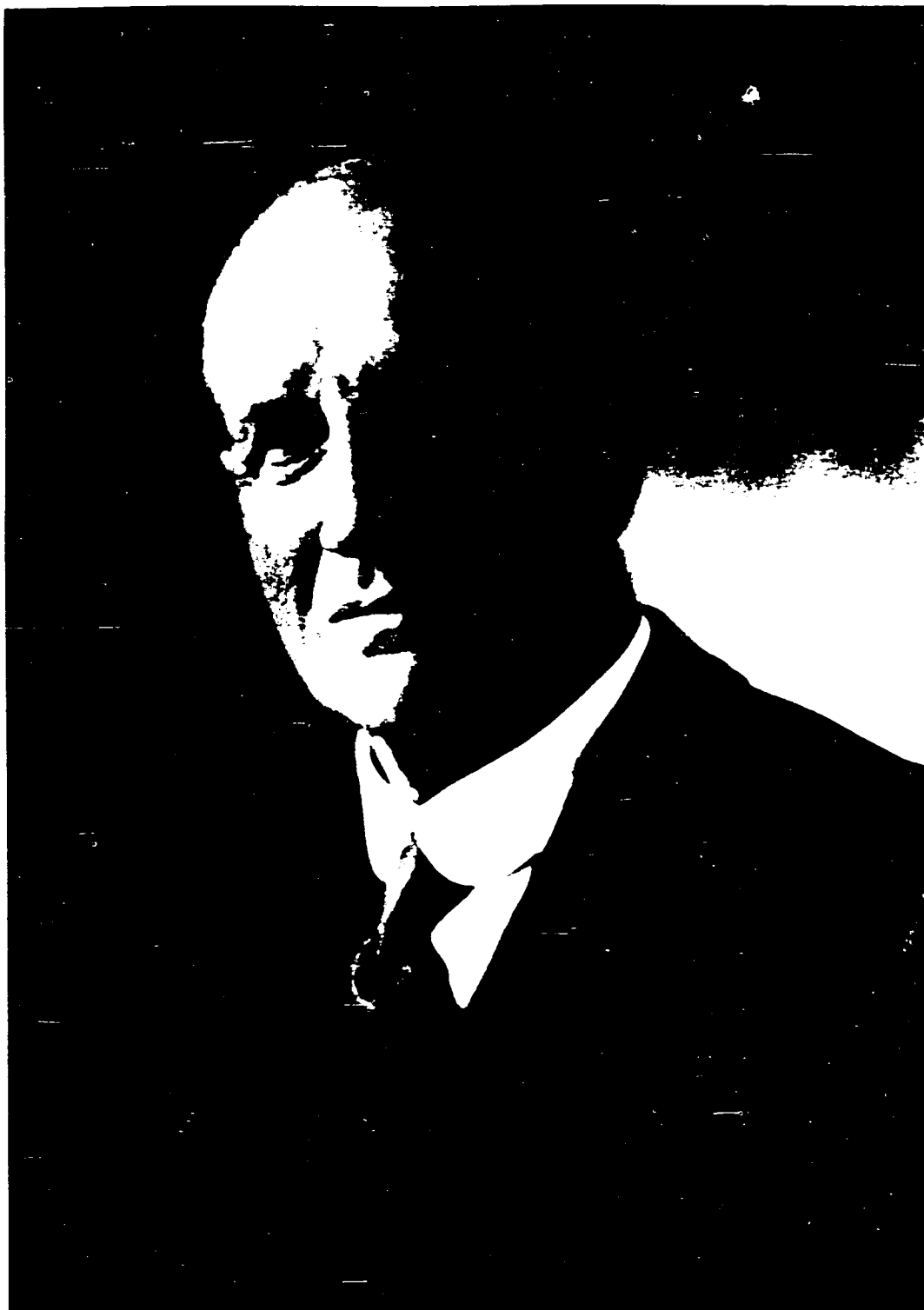


Figure 22. William H. Prescott

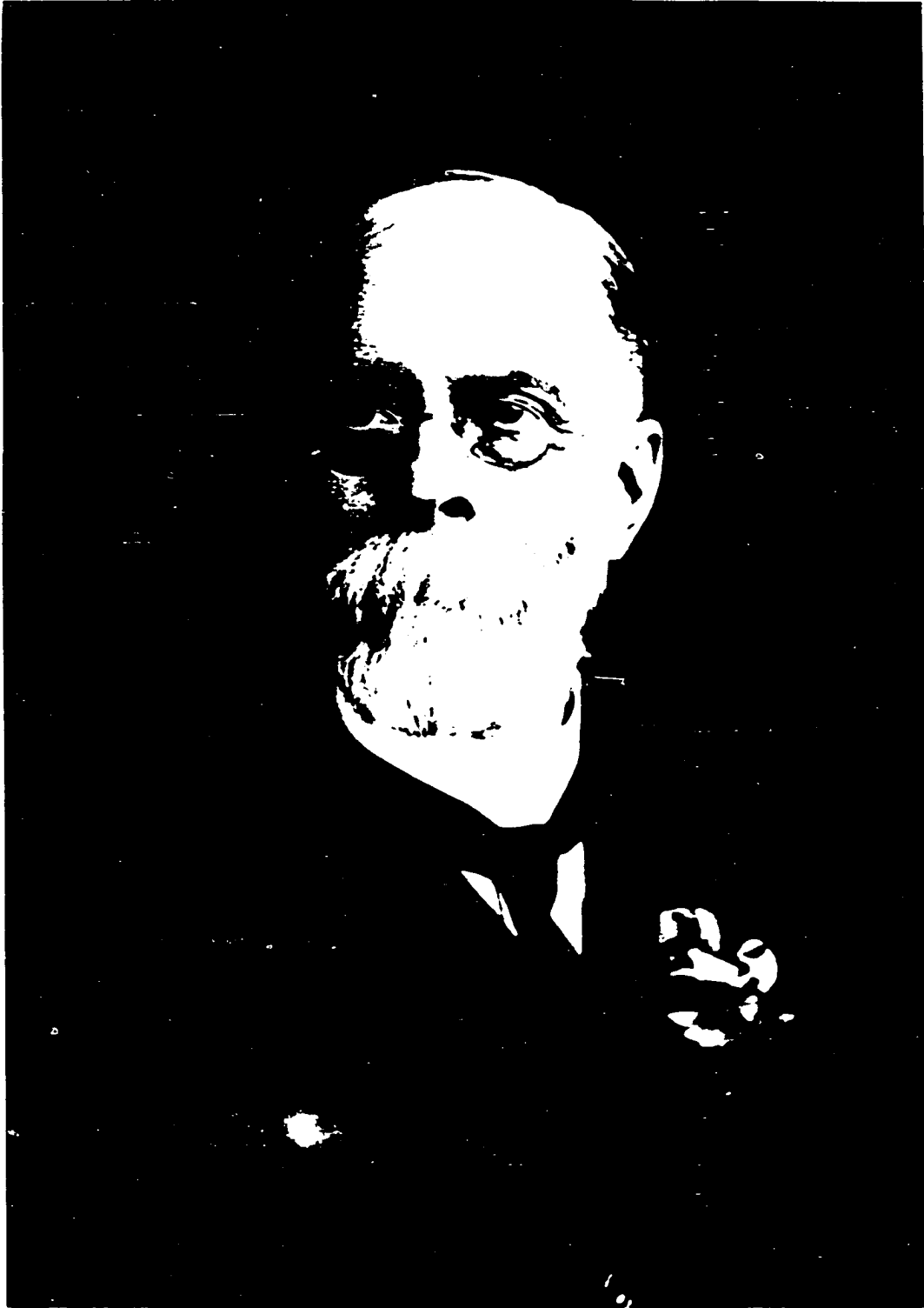


Figure 23. William C. Sisley



Williams & Samuel's, Cor. 11th & Clay Sts.

PHOTO. PARLORS.

OAKLAND, CAL.

Figure 24. Emmet J. and Mrs. Waggoner



Figure 25. Homer P. Salisbury



Figure 26. Herbert C. Lacey



Figure 27. William T. Partlett



Figure 23. Glen R. Wakeham

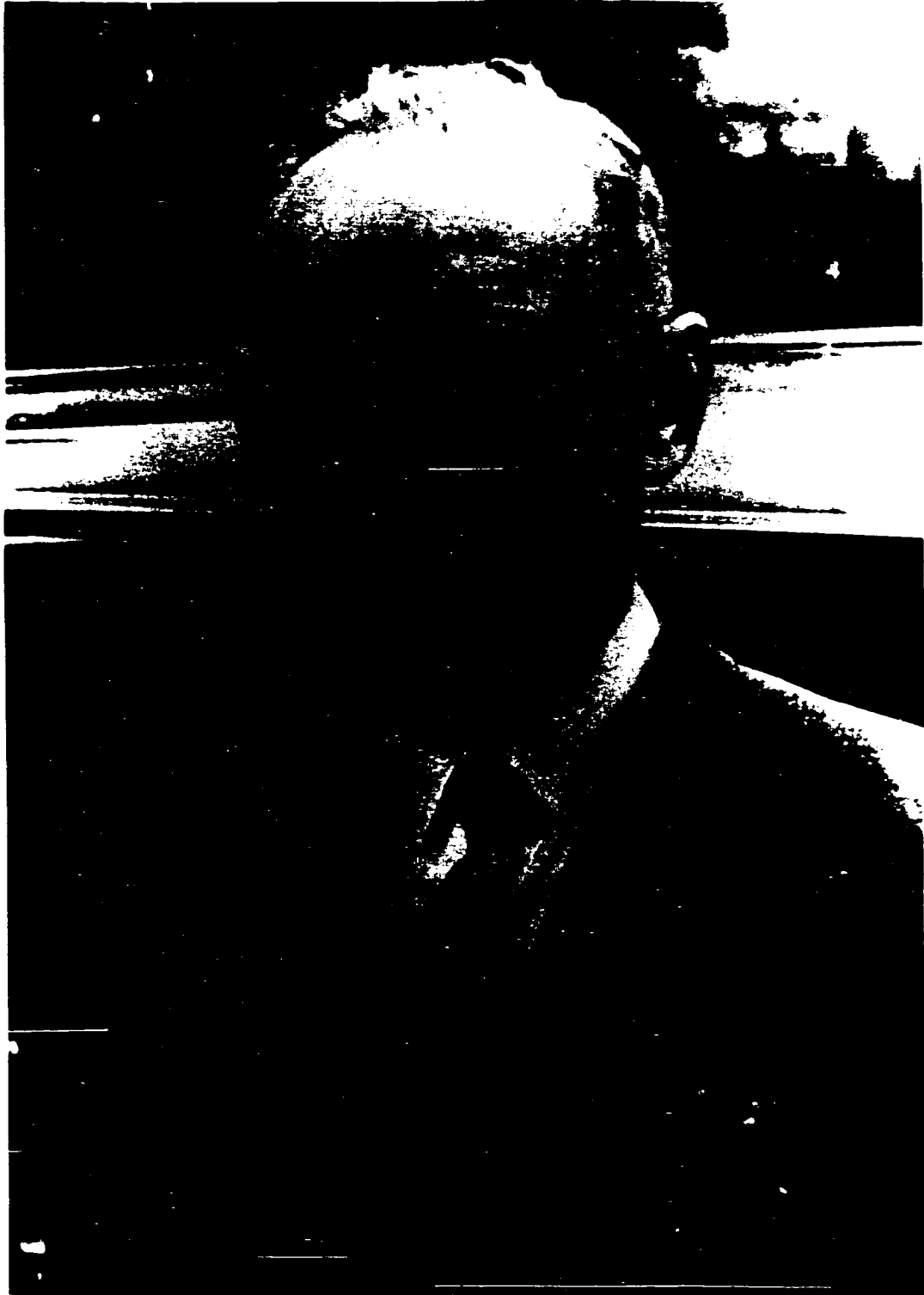


Figure 29. George W. Caird

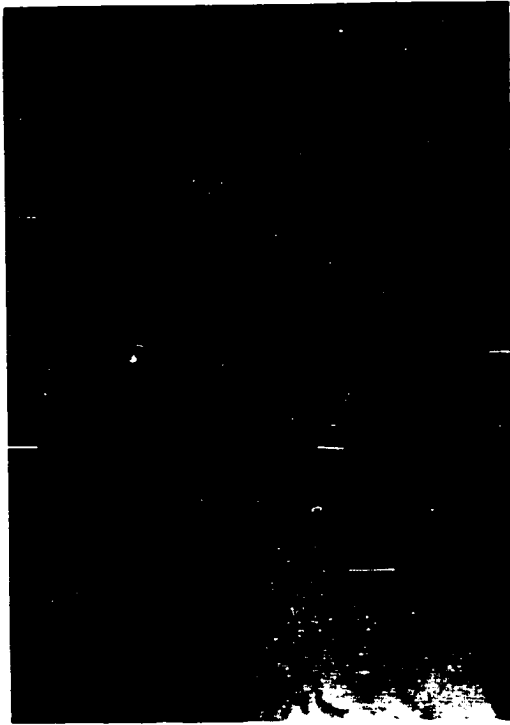


Figure 30. Professor and Mrs.
Glen R. Wakeham

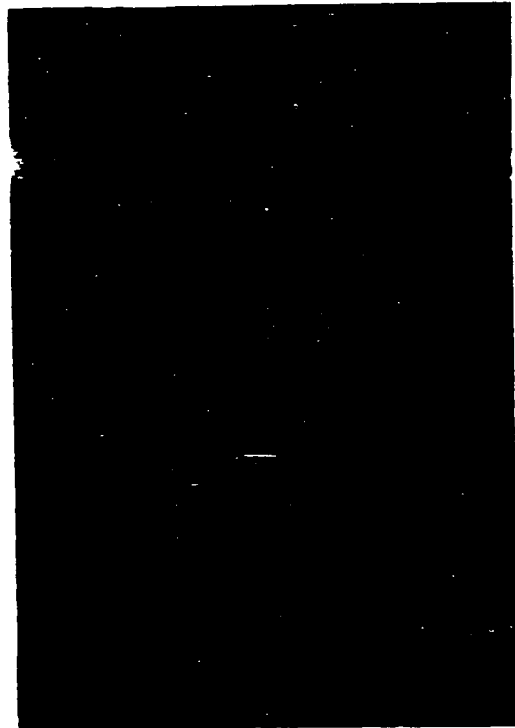


Figure 31. Professor and Mrs.
Homer R. Salisbury



Figure 32. Lynn H. Wood



Figure 33. William G. C. Murdoch

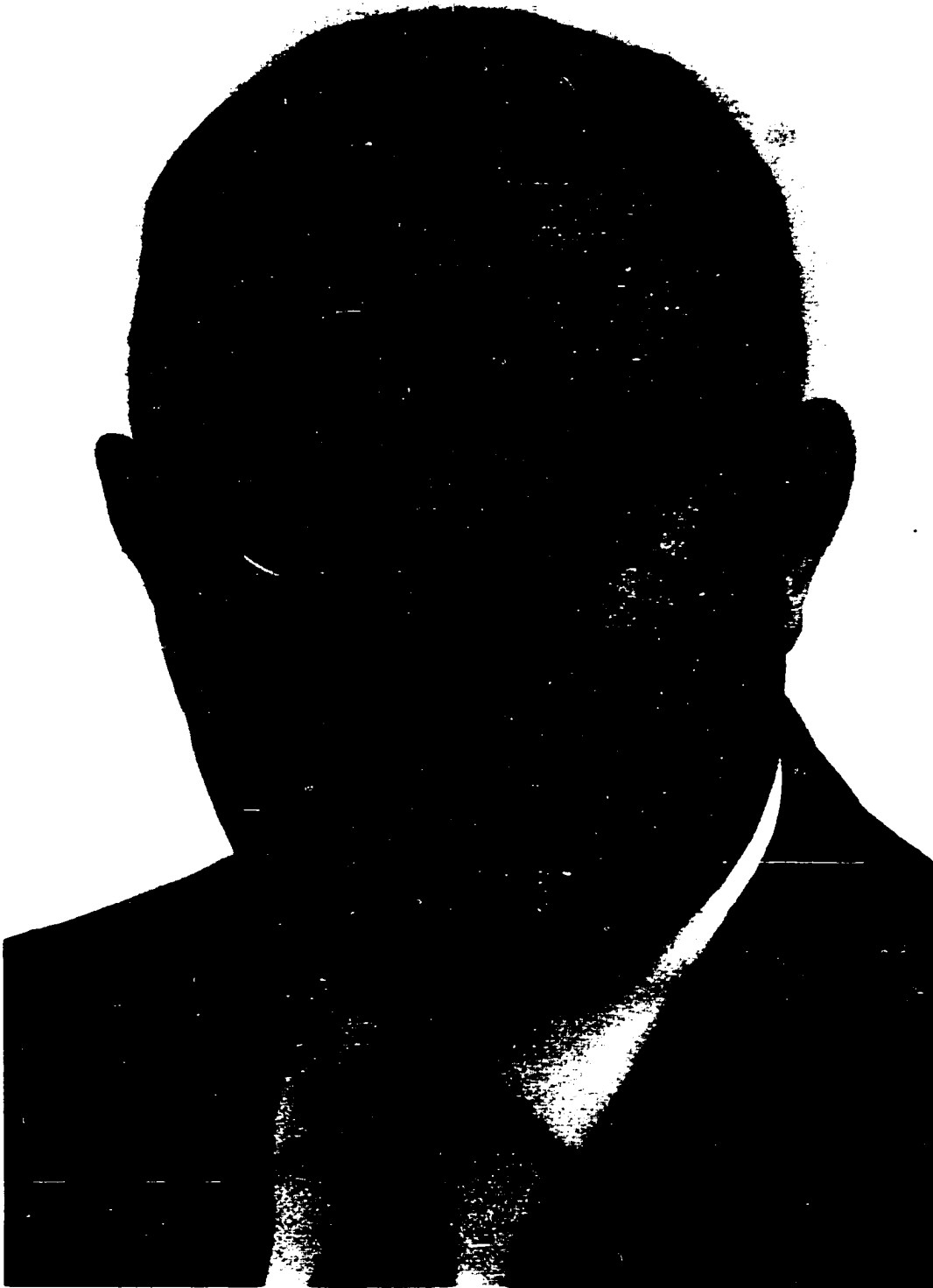


Figure 34. Edward E. White

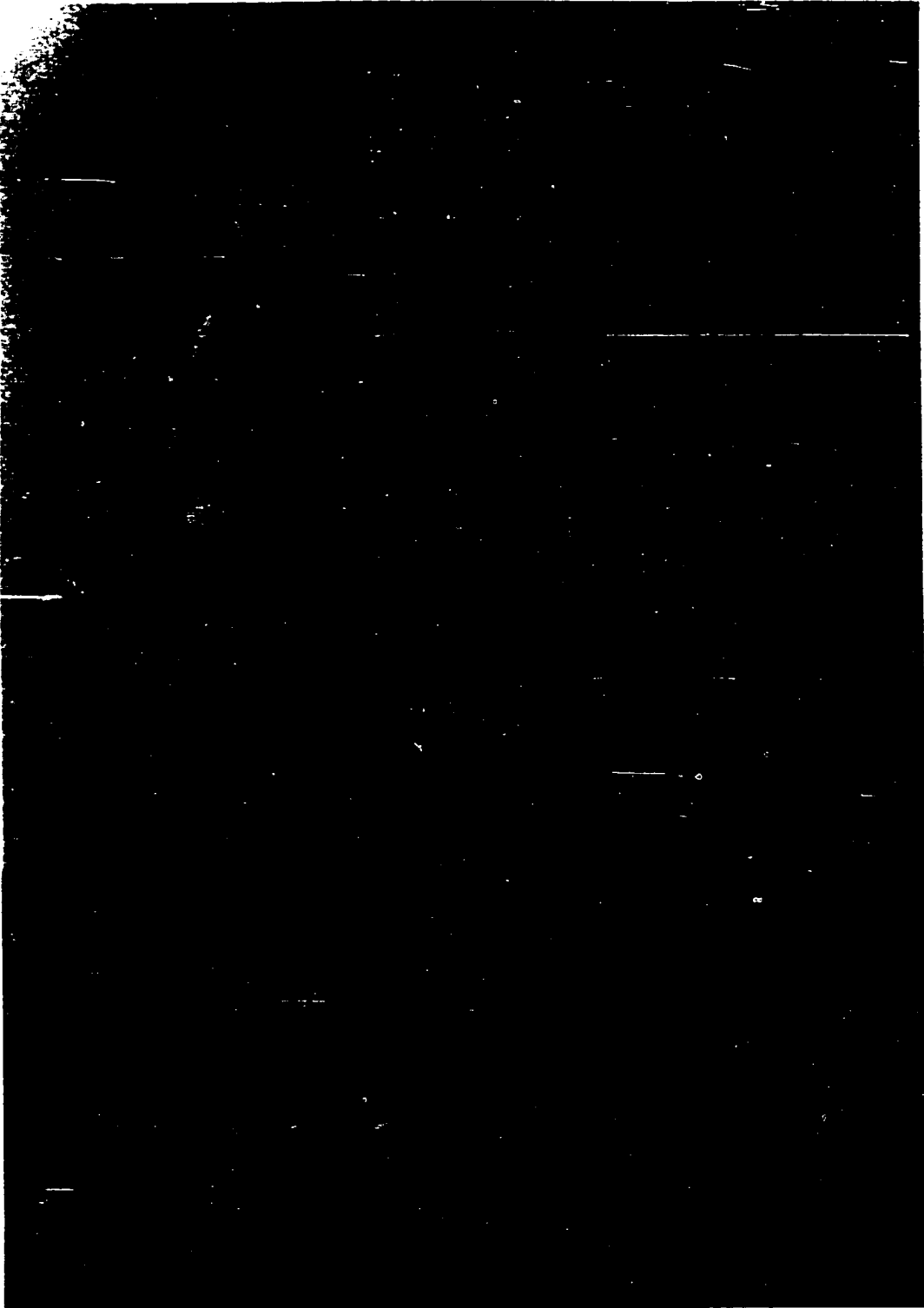


Figure 35. William P. A. Madwick



Figure 36. Walter T. Smith (as a young man)



Figure 37. Robert M. Olson



Figure 32. V. Norskov Olsen

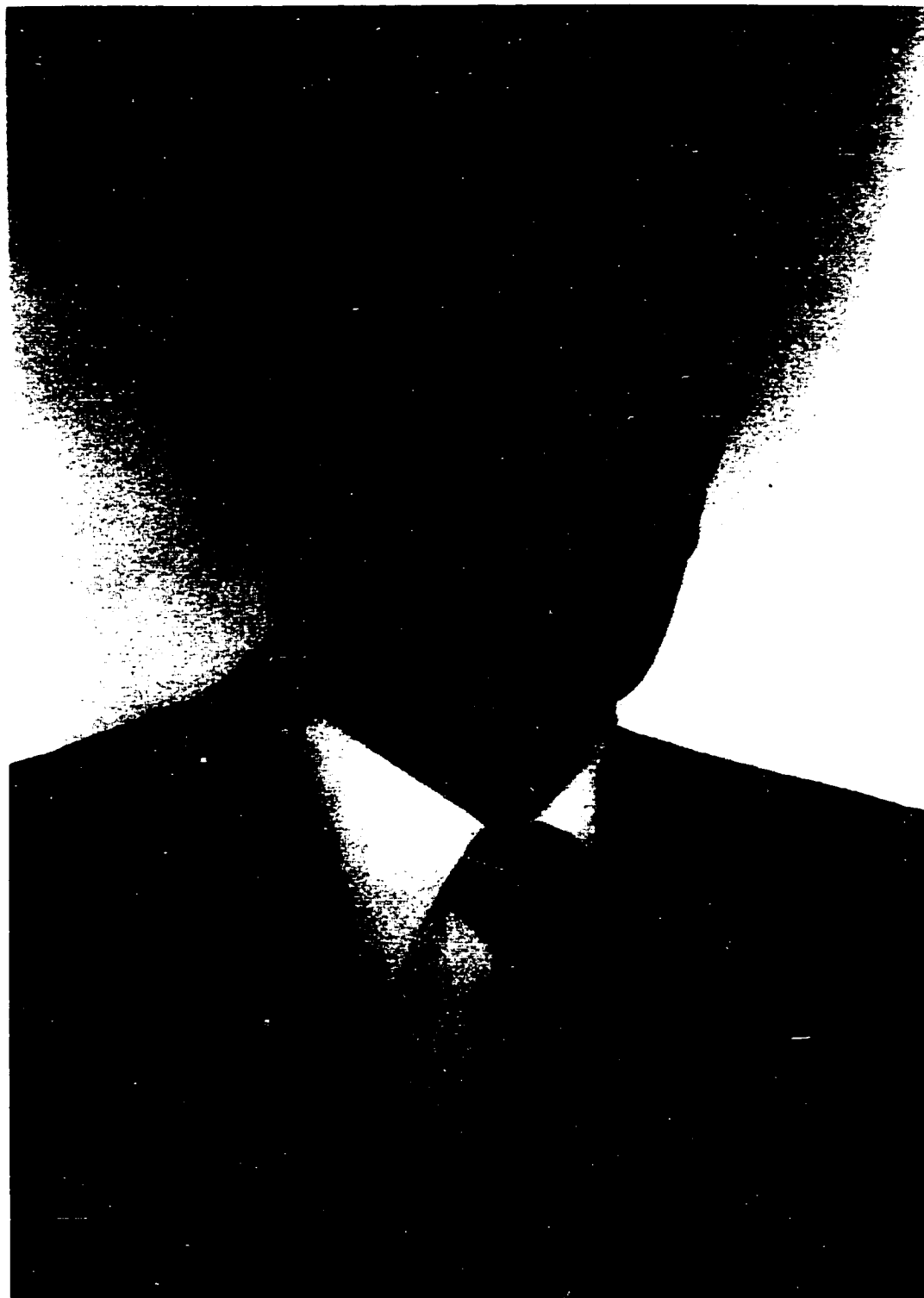


Figure 39. George L. Caviness



Figure 40. Roy E. Graham

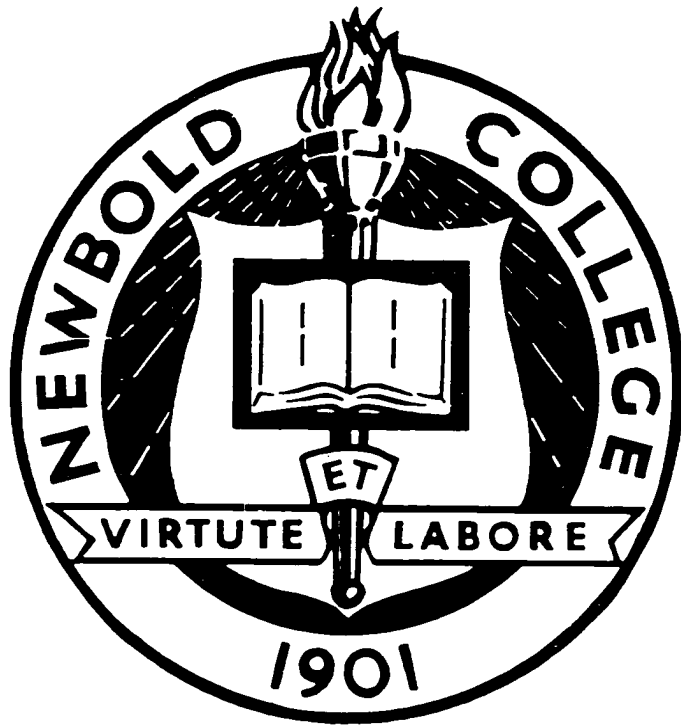


Figure 41. Newbold College Crest

1930s, however, construction of new school buildings and preparation of adequate numbers of teachers had not been as extensive as they should have been. More significantly, there had been little change in the post-elementary system.

The situation regarding the elementary- and secondary-school systems in England and Wales in 1939 was as follows: there were 20,000 elementary schools, approximately half of them operated by local councils and half by voluntary agencies. The council schools were mainly in the urban areas and had twice the enrollment of the voluntary schools--3,500,000 to 1,500,000. The elementary schools were combined schools with senior, junior, and infant sections. School-leaving age was fourteen, and 80 percent of all pupils left at that age to seek employment. Compulsory school-entry age was five years, although in 1939, there were almost 200,000 under that age in the elementary schools.¹

The prewar secondary-school system was geared to the few who needed it for "potential leadership." In 1926 the Hadow committee had recommended the recognition of three categories within a single secondary system: (1) the traditional grammar school which had existed for centuries at various levels of quality and excellence tended to teach along classical lines and towards the abstract (this was by far the largest category); (2) the modern school which was a recent extension of the higher grade schools of the turn of the

¹The summary of the 1944 Education Act was taken from the following authors: Roger Armfelt, The Structure of English Education (London: Cohen and West, 1966); Peter Bander, Looking Forward to the Seventies (Gerrards Cross, Bucks: Colin Smythe, 1968); P. H. J. H. Gosden, Education in the Second World War A Study in Policy and Administration (London: Methuen & Co, 1976).

century (there were still very few of these schools); and(3) the junior technical schools which had developed into technical high schools.¹ To enter a grammar school, aspirants had to sit for a qualifying examination at eleven years of age. This competitive entrance test was known as the eleven plus, and only 14.5 percent of boys and 13 percent of girls in that age group gained admission. There were 1,198 secondary schools receiving state aid in 1939--389 coeducational schools, 513 boys' schools, and 496 girls' schools. In 1939 there were 400,000 pupils enrolled in grammar and modern schools and 75,000 in technical high schools.

Besides the state-aided grammar, modern, and technical schools, there were approximately 170 private secondary schools known as public schools. These were fee paying, mainly boarding schools, catering to the middle and upper classes--although since 1902 they had been accepting a small percentage of "free place" pupils from homes which could not afford the fees. Ninety of them were for boys and eighty for girls. Among them were such well-known establishments as Eton, Harrow, and Rugby. These three schools, together with Winchester, Westminster, Charterhouse, St. Pauls, Merchant Taylors, and Shrewsbury made up the original nine public schools protected by the Public Schools Commission of 1864.² These schools drew their pupils mainly from private preparatory elementary schools, although, as mentioned earlier, they were encouraged by the government to allocate a specified number of places for poorer pupils from the state elementary

¹ Armfelt, p. 73-90, described the different types of schools as outlined in the Hadow report.

² The preparatory schools as listed in Bander, pp. 141, 142.

school system. Recruitment of the "free place" pupils raised a number of social, economic, and administrative problems: (1) The entry age was normally thirteen instead of eleven, with pupils staying until they had passed the university entrance examinations, usually at the age of eighteen; (2), the parents could ill-afford the extra costs of keeping their children at a public school, despite the grants received for the actual school fees, and were often prepared to by-pass the so-called privilege of having their children educated in such schools; (3) parents also recognized that such an education would take their children from them by raising them on the social and economic ladder, a situation many militant working-class people were not prepared to accept just before the war; and (4), the poorer pupils were quickly recognized by the other pupils and treated in a condescending manner or ostracized in some way, making them unwilling to attend the public school.

The central government recognized these problems and attempted to intervene from time to time, although the public-school tradition proved too strong for any serious modifying legislation to be taken. It was partly the existence of these schools that encouraged the government to take action to develop a more universal secondary-school system. This legislation was undertaken in 1944 and became known as the 1944 Education Act, or the Butler Act, named after Richard A. Butler, the president of the Board of Education, who played a major role in the preparation and drafting of the Act. Interestingly, the Act abolished his position along with the board, replacing them with Central Advisory Councils for England and Wales,

with a chairman for each council.¹ Butler became the minister for education in the national government.

Besides restructuring the administration of the state educational system, both central and local, the 1944 Act also laid down the basic format for the three levels of instruction. This format has been modified in only minor ways since then, ensuring the continuing importance of the Act for postwar English education.²

Until 1944 the lowest category, according to age, was the elementary-school system. This by-law took in children from five to fourteen years of age. It also included those who were under five years in the nursery schools or in the first years of elementary school. One of the most important parts of the Act was the specific categorization of schooling by levels. The lower level was to be referred to as primary education and would cater for all children under the age of twelve years.³ Primary schools, after 1944, would consist of nursery schools under the age of five, infant schools to the age of seven, and junior schools up to twelve years of age.

The provision of secondary education for everyone eligible for it was perhaps the single most significant feature of the 1944 Education Act. In terms of the Act it meant education for pupils from the ages of twelve to nineteen. It empowered the local authorities to provide "sufficient [schools] in number, character, and equipment

¹Armfelt, p. 34.

²Ibid., pp. 9-24, 49-57.

³Selection for the various types of secondary schools was to be made within this age range by examination, although this was not the origin of the "11+" examination. Early in the twentieth century the selection process for the public and grammar schools was carried out after the age of eleven and became known as the 11+.

to afford all pupils opportunities for education according to the pupil's age, abilities and aptitudes."¹ Although the Act did not mention specific types of education, post-1944 secondary-school development followed the prewar tripartite system. Soon after the war a count showed about 1,250 grammar schools, 3,500 secondary modern schools, and 300 technical schools in existence. This did not include the public schools discussed earlier nor the independent schools of which Newbold Missionary College and Stanborough School were examples. There were also subdivisions of these various groups which do not warrant discussion here.

The Bearing of the Act on the College

The Act laid down a provision that empowered the local education authorities to establish "further education colleges," if and when, such became required in their areas, although the universities and full colleges remained outside their jurisdiction. An important clause in the Act for Newbold Missionary College was that covering independent schools. Up to the time when the demand for senior status was revived, Newbold Missionary College was oriented to the secondary level, having an instructional program that combined academic and professional courses for students that ranged in age from fifteen years and upwards. The college was in some respects an up-staged version of an "all-age" school.² In the Adventist educational

¹ Armfelt, p. 13. Further education colleges were the equivalent of community colleges and provided opportunities for advanced level studies, technical and vocational instruction.

² Armfelt, pp. 58, 59. The all-age school spanned the primary and the lower years of the secondary school. Before World War II a classification of schools involved the kind of schooling, whereas after 1944, classification designated levels. This is a basic

terminology it would have been classified as a junior college.

The Act allowed for the setting up of a register of independent schools with the qualifications for registration to be set by the Minister of Education. Once placed on the register, efficient schools could be "exempted." This meant that they became permanently registered and were exempt from constant inspection and interference. There is no evidence to show that the college applied for exempt status as an independent secondary school, presumably because the administration did not consider that their school fell into the classification of a secondary school. The enigma of its classification was the basis for the problems of upgrading, affiliation, and recognition that the administrations of the union and the college had wrestled with for over ten years before the war and continued to wrestle with until the middle of the 1950s.¹

It is significant that almost no reference was made to the 1944 Act in Adventist literature or correspondence. It is difficult to believe, however, that the union and college administration paid no attention to it. One strong indication that this was not so is found in the British Union Conference minutes of 1944 when Murdoch,

differentiation, as Armfelt describes it, and is essential to an understanding of the pre- and postwar English school system. Newbold Missionary College, according to the 1939-1940 bulletin, offered three years of secondary-type instruction, and three years of professional education. According to faculty and students who attended the college, these areas were blended together with no clear demarcation between the secondary and post-secondary departments. After World War II these became clearly separated, a process which was indirectly influenced by the 1944 Education Act.

¹A study of the history of Stanborough Secondary School shows that it applied for and received exemption as an efficient independent school. See Barham, pp. 359-362.

the college principal, presented a nine-page report on educational reconstruction for the Adventist church in Britain "commencing with our church schools right through to a Senior College." Although the report itself is not available, the outline of the report followed a strikingly similar format to the 1944 Act. Some of the recommendations made in the minutes, such as a study of qualified personnel, secondary school study, upgrading, etc., imply that a careful study of the implications of the Act had been made.¹

The impact of the 1944 Education Act upon the college was two-fold. First, in its careful delineation and separation of the three levels of education, namely primary, secondary, and tertiary, it enabled the church administration to more clearly visualize what it expected the college to become. It was obvious from the inconclusive and indecisive measures taken to upgrade the college before the war that there was no clear picture as to what form the college should take or on what level it should operate. This is not hard to understand in light of the conditions of the prewar secular educational system. A point of interest here is that the structure of the American senior colleges seemed to have had little influence upon the thinking of the administration, despite the fact that Murdoch had received his college and post-college education in the United States of America.

The second area where the 1944 Education Act had its impact was in the clear delineating of the entry level for college education by the careful definition of the upper limits of secondary education. From 1944 onwards the college administration knew where to place the

¹BUC Min, 1 February 1944, p. 9.

entry level according to the system now followed in the nation as a whole. The 1948-1949 college bulletin offered a higher school certificate course for the first time, and it was this certificate that later became the basis for entry into the college.¹

The clarification of the role of the secondary school by the 1944 Act in the nation enabled the college to draw away from secondary instruction during the 1950s and finally delete the secondary department altogether in 1961. It then became dependent on Stanborough Secondary School for the enrollment of Adventist college students from the British church. By that time, however, the college was taking in students from the Continent and North America in addition to the ex-British territories in Africa and the Caribbean. This made the entry level extremely complex with the British entry level only one of many to be considered. This problem is more fully discussed in chapter 5--as is the British university system to which the college should be compared in its development towards the status of a senior college.

The Long-Term Effects of the War on the College

The removal of the college to an entirely new site in January 1946 has been described in chapter 2. The move was sudden and took the church by surprise. It was not anticipated that an upheaval similar to that undertaken in 1931 would be repeated, especially from

¹Britain had two secondary leaving levels after World War II. These continue to the present. The lower level is at sixteen years of age after completing a general school certificate examination. Successful students can continue for two more years to complete a higher school certificate course (Advanced Level studies). Successful completion of this course allows entrance into the secular universities of the land. See p. 371 for a detailed description of the entrance requirements for Newbold College.

such an idyllic situation as Newbold Revel. It was, however, symbolic of the vast changes that the war brought about in the church, the country, and the world in general.

Rapid development in postwar communication and the interchange of thought between nations seemed to reduce the size of the planet. Travel became easier and more popular. Internationalism in industry, finance, and commerce surged ahead. The demands of the working class for more education and more prosperity came with the postwar boom. This led to the rapid expansion and diversification of the state secondary-school educational program and to a consequent increase in demand for university and college education.

These changes had their effect upon Newbold. Although each instance mentioned below has been discussed elsewhere, they are summarized here to illustrate how much the war did influence the future of the college. Increased demand for higher qualified personnel in the church revived the long-standing objective of full college status, which would permit the institution to offer some sort of meaningful post-secondary certificate, recognized, if possible, by public institutions and organizations. This meant a search for a method which would enable the college to be affiliated to some larger, more prestigious body. The influx of international students, especially from the United States of America, added pressure to the demand for the upgrading of the college. Linked to this was the demand from the growing membership, in the part of the European continent which constituted the Northern European Division, for an institution that would represent the total membership and provide higher education for them. There was also the need, sensed even before the war,

for a modern college facility that could be upgraded with the minimum outlay of capital funds for unnecessary renovation and repair, enabling all available funds to be invested in developmental projects such as new buildings and new instructional programs.

The results of all this pressure were manifold. Within ten years of the cessation of hostilities, the college had been taken over by the Northern European Division. It had been upgraded to a four-year college offering theology, history, and education, with an entrance requirement equivalent to local public colleges. It had been accepted by a college in the United States of America as an affiliate college, allowing it to prepare students for an American bachelor's degree. Its student make-up had changed from one that was almost entirely British to an international body where the British contingent made up less than a quarter of the enrollment. Although the faculty was still largely British, it too was being internationalized, with American and Continental teachers being employed.

This change has continued through the four postwar decades with a growth in the enrollment, an enlargement of residential facilities for married students, and, more recently, the undertaking of negotiations for postgraduate instructional programs. There is no doubt that the war brought about a number of changes. Its most important effect, perhaps, was the speeding up of some changes that had been proposed before but seemed mired down in prewar problems of conservatism and tradition. It also acted as a catalyst in the development of new ideas that in turn changed the shape and the course of the college. It gave the administration the opportunity to analyze the long-term needs of Newbold College.

Summary

This chapter has concentrated on the effects of World War II on the British college. It is believed that this study was essential to an understanding of the development of the college towards senior status. The war accelerated this development. In fact, the war made the changes feasible by bringing certain objectives into focus that had been confused and hazy before. It is believed, too, that the 1944 Education Act played an important part in sharpening the focus of the specific objectives as well as the long-term purpose of the college. Thus the Act has been summarized in this chapter.

The war emphasized the need for more than a training school for the ministers and Bible instructors of the British Adventist church. As more young people within the church completed secondary school, the demand grew for Adventist post-secondary education. This was a natural extension, not only of the effects of the war period, but of Adventist philosophy regarding the education of its youth. The needs of the postwar church demanded a greater variety of educational offerings. There was a need for Adventist teachers on the primary and secondary level, Adventist medical personnel, church administrators and managers. There was also a need for a general educational institution that could provide an education for church youth who wished to follow a vocation outside the church organization, while at the same time relating whole-heartedly to the philosophy and mores of the church. Unfortunately, as of 1983, not all these needs have been fulfilled by Newbold College to any significant degree.

World War II formed a dividing period between what had been and what was to come. It is probable that the compulsory move to

Hockley Heath made the break with the past easier than would have been possible had the college remained at Newbold Revel. The uncomfortable conditions at the interim site seemed to encourage the demand for a more basic change than the return to the Revel estate would generate. Some of the long-term effects of the war that are outlined in this chapter are more fully discussed in chapter 5 as they influenced the development of the college into senior college status, a discussion to which this study now turns.

CHAPTER V

THE DEVELOPMENT OF SENIOR COLLEGE STATUS

Introduction

This chapter discusses in detail the issue of the attainment of senior college status, the various facets that made it possible, and the influence of those facets on the form the college took as it developed. Contrary to common belief, the move towards making the institution a senior college started long before World War II. As this chapter shows, and as was briefly mentioned in chapter 2, the various administrations began to sense a need for advanced ministerial education as early as 1927. There were definite reasons for the delay between recognition and realization, and this chapter examines these reasons, as they form a background for the discussion of the postwar factors that brought about the achievement of senior status. The chapter begins with a contextual overview of the postwar period from 1946-1970 and follows with a definition of senior status which includes a brief description of the Adventist concept of higher education. There follows an indepth study of the postwar facilities, curriculum, faculty and student situations, and finances of the college as features in the progress towards senior status. Also included is an analysis of the reasons for the transfer of college control from the British Union Conference to the Northern European Division.

The actual achievement of senior college status is discussed together with the application for affiliation with an accredited American Adventist college. The chapter concludes with a brief statement on the preliminary efforts to move into the graduate area of instruction.

Outline of the Postwar Period from 1946 to 1970

The immediate postwar period was severely austere for the British nation. On the political front the national coalition led by Winston Churchill had been replaced in the national elections by Clement Attlee and the Labour Party. Although this was a harsh blow to Churchill and his followers, it was a logical outcome of the sense of freedom and power that had come to the working people of the kingdom. For education, the Labour Party placed the emphasis on education for everyone, especially on the secondary level. This resulted in the expansion of the comprehensive schools, a reduction in the number of the grammar schools, and the abolition, as soon as possible, of the eleven-plus selection examination.¹ This also meant that there would soon be an increased demand for post-secondary education and the consequent need for more universities and colleges. The late 1950s and the 1960s saw a significant increase in the number of student places by the construction of new universities, expansion of existing university facilities, and the upgrading of colleges and institutes.

On the economic front, austerity continued with the prolongation

¹See p. 289 for a detailed discussion of the selection process used in the English school system.

of the food rationing system. Strict government control was imposed on construction and reconstruction--with consequent shortages of building and other materials. The former was done away with early in the 1950s, but the latter remained long enough to hinder the efforts being made to rehabilitate the college and improve its facilities. This was a serious problem immediately after the war, as the facilities that were available on the two properties at Binfield had been private residences and even though Moor Close had been used for temporary school quarters during the war, the buildings still required considerable adaptation and extension to insure their efficient function as educational facilities.¹

The college started functioning in Moor Close and Binfield Hall, Binfield, on February 6, 1946.² A few weeks later Murdoch left for the 1946 General Conference session and W. T. Bartlett was placed in charge as chairman of a three-man administrative committee. At the same time Popeswood Lodge was purchased and Farley Hall (Copse) rented for young ladies' and faculty accommodation, respectively. During this period G. W. Baird, the veteran teacher and school administrator, left the school for pastoral work and semi-retirement. When Murdoch returned from the meetings in North America, it was to announce his imminent departure for Australia in answer to a request for his services as principal of the Adventist college at Avondale, Australia.³ He left later that year having been replaced by Edward

¹D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982.

²Paul Cummings, "The New College Opens," BAM 51 (22 February 1946):2.

³BUC Min, 27 February 1946, pp. 28, 29; 9 March 1946, p. 37;

E. White is one of the quickest and smoothest exchanges of principalship in the history of the college. White had been elected at the British Union Conference constituency meetings in July 1946. He was an Englishman, born in Northamptonshire, and educated in the Wellingborough Grammar School. He attended Stanborough College from 1927 to 1931 and graduated with a ministerial diploma, having earned a Bachelor of Science degree from London University in 1930. He was employed to teach mathematics and science at the college when it moved to Newbold Revel in 1931, and stayed until he was appointed the first headmaster of the newly opened Stanborough Secondary School in 1940. During his stay at Newbold Revel he gained a teaching diploma from Oxford University. While at Stanborough School he continued to study at London University, earning an honours degree in 1943. White was principal from 1946 to 1947. He followed Murdoch to Australia in 1947, having been appointed the director for Adventist education in the Australasian Division.¹

White was replaced in another easy administration exchange by William R. A. Madgwick in June 1947. Madgwick was transferred from Scotland where he had been superintendent of the church. His education was similar to that of White, as he had attended secondary school in Essex during World War I. He attended Stanborough College from 1918 to 1920, and studied at London University from

¹ 1 April 1946, p. 44; 11 July 1946, p. 49; D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982.

¹ "New Leaders," BAM 51 (9 August 1946):16; E. E. White questionnaire, Personal File; D. C. Beardsell interview with E. E. White, 21 October 1982. Personnel problems encouraged White to accept a transfer to Australia after a short popular term as principal.

1920 to 1924 earning a Bachelor of Arts degree in history. He received a Bachelor of Divinity degree from the same university in 1944. Until he came to Newbold College as principal, he had been employed by the church as a minister and church administrator. He remained as principal until 1954 when he left for North America to study for a Ph.D. degree and then to teach at Atlantic Union College, Massachusetts.¹

The purchase of the Egremont property for £9,000. 0. 0 in 1947 was a strategic one as the property lay adjacent to the Moor Close boundary and provided the land which would later be used for the administration block. It was intended that Egremont be used to house the college administration in order to relieve the accommodation pressure in Moor Close. There is no evidence, however, that Egremont was ever used for this purpose because of the even greater need for faculty accommodation, the purpose for which it was used.

Early in 1947 there was an exchange of business managers. Nelson H. Knight, the business manager of the college since the late 1930s was transferred to the "Stanboroughs" sanitarium in exchange for A. H. Thompson, who had previously worked at the college as accountant and cashier. In August 1947, Bartlett, the elder of the two personalities involved in the beginnings of the college died. Just a few months previous for a short period, he had been well enough to act as chairman of the college. The newly constructed dininghall erected on the side of Moor Close was named Bartlett Hall in his memory.²

¹W. R. A. Madgwick questionnaire, Personal File; BUC Min, 11 June 1947, p. 98; "Union Notes," BAM 52 (4 July 1947):7.

²BUC Min, 10 July 1948, p. 79. The other teacher was G. Baird.

The first three classes graduated after the war were small-- a reflection of the enrollment problems caused by the war. However, the 1949 class--with twenty-two graduates--was the largest in the history of the college. This number was exceeded in the two succeeding years, with the 1951 class graduating twenty-six students, a number not surpassed for the next decade.¹

In 1948 the first master plan for Newbold College was drawn up. According to this plan Moor Close would become the administration building. A ladies' residence would be placed to the east and a residence for men to the west of Moor Close; this plan was never put into operation. There is no evidence that the college administration ever operated with a master plan before the one authorized by the college board and prepared by Messrs. Eric Hives in 1965.² In June 1948 the first summer extension school was conducted on the college campus by the Seventh-day Adventist Theological Seminary. Over sixty students from all over Europe attended. In the 1960s this became a regular feature of the college program and developed into a system for offering graduate study at Newbold College.³

Despite the financial grants coming to the college from the General Conference War Rehabilitation Fund and elsewhere, the financial burden of operating the college on its own was proving too heavy

¹See appendix F. p. 422.

²W. R. A. Madgwick, "Newbold Missionary College," BAM 53 (9 April 1948):2, 3; NED Min, 3 March 1965, p. 34. The term "master plan" as used in the text refers to a plot plan or site map, not the more complete academic or facility master plan, a definition used by facility planners and architects.

³BUC Min, 21 January 1948, pp. 8-11; "Spot News," RH 125 (15 July 1948):20. See p. 376 for a discussion of extension schools.

for the British Union Conference. In 1948 it provided £6,000. 0. 0 in appropriations towards the college operating budget. This did not include funds for capital stabilization, emergency repairs, and the endless developmental needs of the new site. The financial burden led in 1949 to the first of a series of attempts to return the college to its old location on Stanborough Park, Watford. The plan included the sale of the Binfield properties, the relocation of the sanitarium and the union conference headquarters office--permitting the college to link up with the secondary school, and the take-over of all the major buildings at Stanborough Park. This attempt failed, but the possibility was discussed again in 1953 and in 1955.¹

The British Union Conference was still administered directly by the General Conference in 1949. In March of that year the union conference committee voted to request a continuation of that relationship. At the same time it requested the General Conference for financial and other help to upgrade the college, offering to make it available as the senior college for the European region. This was the beginning of the postwar move towards attainment of that objective.²

In February 1949, George W. Baird, the last of the early

¹BUC Min, 12 January 1949, pp. 1-4, see appendix K, p. 438 for the complete action. It involved other organizations of the British church not directly related to this study, but on whose involvement depended the outcome of the plan. E. B. Rudge to W. E. Nelson, 14 February 1949, RG31 BUC 1949 File; G. D. King to E. D. Dick, 2 March 1949, RG21 BUC 1949 File; E. B. Rudge to W. E. Nelson, 12 May 1949, W. E. Nelson to E. B. Rudge, 25 May 1949, RG31 BUC 1949 File, GCar. For the later attempts see NED Min, 26 August 1953, pp. 70, 71 and NC Min, 6 July 1955, p. 28.

²BUC Min, 22 March 1949, p. 36; 11 May 1949, p. 44; GC Min, 25 April 1949, p. 1473.

teachers of the college, died in Manchester.¹ In 1950 an attempt was made to re-establish the student industries that had been a major feature of the college before World War II. The college board set up an industries fund and appealed to the Adventist church members in Britain to raise £5,000. 0. 0. This was to provide capital to develop the farm, expand the market garden, add a poultry section, and open a laundry and printing industry.² It was also suggested that Granose Products, the Adventist health food company, locate a food-packing plant at Newbold. The farm and market garden operated for a number of years, but the other industries had indifferent results, and no evidence of the fund ever reaching its goal exists.

An important event for the British Adventist church and college was the formation of a new division in Europe, called the North Atlantic Division, incorporating Britain, West Africa, and several Continental countries. This took place in July 1950 with the headquarters of the new division returning to its prewar location in North London.³ The new division soon became involved in the development of the college.

An interesting feature at the college in 1950 was the hiring of a canvas auditorium that could seat over 1,000 persons for the

¹ Baird had retired from teaching in 1946. He served as a church pastor during his short retirement. See J. Keeling, "G. W. Baird;" and G. D. King, "Faithful unto Death," BAM 54 (25 March 1949) :8.

² BUC Min, 28 February 1950, p. 30. Also D. J. Dunnett, "The Newbold College Rally," BAM 55 (6 October 1950):12, 13.

³"The British Union and the North Atlantic Division," BAM 55 (20 October 1950):13; "Winter Council of the Northern European Division," NL 1 (March 1951):5-8. It was known as the North Atlantic Division for only a few months before it reverted to the former name of Northern European Division.

graduation. This was done as an experiment in an attempt to restore graduation to its prewar level as a church event of wide importance and influence. The experiment was a success and the college continued to hire a marquee every year until the gymnasium became available in 1972 and took over the role of college auditorium.¹

An indication that serious consultations regarding the future of Newbold College were being conducted was given to the union constituency meeting by the union conference president in August 1950. In January 1951 a study group was set up by the union conference committee to seriously consider the future of the college. This commission, made up of an equal number of members from the division and the union, even though it was a union commission, indicated the direction of thought. In June 1951 the committee recommended the establishment of a senior college for the division at Newbold College.²

In December 1952 the division committee took over the preparation of plans for the college. It formulated a constitution and policy statement for study and approval by the union committee. This was studied and accepted by the union conference committee one year

¹W. R. A. Madgwick, "Newbold's Marquee Graduation," BAM 55 (14 July 1950):2. Extra sections were added in subsequent years to seat the growing crowds. In 1962 the number attending graduation was estimated to be nearly 2,000 persons. A. F. Tarr to R. Hammill, 29 May 1962, Education Department Microfiche File, GCAr.

²BUC Min, 24 January 1951, p. 33. The make-up of the proposed board indicated a defacto sharing of control, thus drawing the division into the responsibilities of administration which included solutions for the financial problems. See BUC Min, 6 June 1951, pp. 64. 65.

later in January 1953.¹ The transfer of the college followed immediately.

The first major administrative action after the transfer was the purchase of Parkham, a large private residence on the opposite side of the road to the main college property. This purchase enabled an increase in the enrollment of young men students and was an essential acquisition. The second action recorded unequivocally the decision to proceed with definite plans for the upgrading of the college to senior status.²

In November 1953 a third momentous action was taken. The college would apply for affiliation with an American senior college in order to provide a recognized award to students graduating from the senior college program.³ During 1953 additional teachers were hired to cope with the increased instructional load.

Plans were laid in June 1954 for the construction of an administration building. Madgwick, who had been principal for seven years, requested a leave of absence for postgraduate study. After a difficult search Walter I. Smith of Walla Walla College in North America agreed to take the post of principal on a temporary basis. He remained for two years although he had officially retired from active service. He came from the Education department of Walla Walla College, Washington. Earlier in his career he had served two

¹ NED Min, 18 December 1953, pp. 176-179; BUC Min, 1 January 1953, p. 9.

² NED Min, 30 April 1953, p. 32; 26 August 1953, p. 71; A. F. Tarr, "Division Senior College Opens September 15, 1953," NL 3 (August 1953):1.

³ NED Min, 24 November 1953, p. 141.

long terms as president of Walla Walla and Pacific Union Colleges, both Adventist senior colleges in North America.¹

During 1955 the intricate details of the affiliation agreement were worked out between the college and Washington Missionary College, the college in North America selected by the General Conference as the affiliate college. General Conference committee approval of the affiliation in May 1955 gave the signal for the two colleges to start working together.²

Several other important events took place in 1955. The Crossways property which bordered on the Bracknell-to-Reading road was purchased for £3,850. 0. 0 in March. Another property, Winton Croft on the Binfield village side of the college estate, was purchased in October for approximately £6,000. 0. 0. The two buildings were adopted for faculty and married students' apartments. The addition of a fourth year of college and the offering of the Bachelor of Arts degree encouraged older persons, many of whom were married, to enroll as students. Smith agreed to remain as principal for the 1955-1956 year to allow the administration time to find a permanent administrator.³ The college board and division committee continued to plan for a new administrative building but little progress was made. Efforts were made by the division committee and the education

¹"News Flash," NL 4 (October 1954):8.

²NED Min, 18 May 1955, p. 33; GC Min, 12 May 1955, pp. 331, 332. The affiliation agreement was attached to the minutes as pp. 332 a-k. See appendix M, p. 444.

³NED Min, 17 March 1955, p. 45; 18 May 1955, p. 73; 26 October 1955, p. 119; 27 November 1955, p. 156; "News Flash," NL 5 (June 1955):8. Smith had originally agreed to come to the college for one year.

director to coordinate the curricula of the junior colleges in the division with that of the first two years offered by Newbold College to facilitate the transfer of students to the senior college upon completion of the first two years in the respective junior colleges.¹

After several fruitless attempts to find a permanent principal, the college board requested Robert W. Olsen, the affiliate teacher sent by Washington Missionary College, to take the responsibility for the 1956-1957 school year. Olson was educated in North America. He attended Boardview Academy until 1937 and graduated from Pacific Union College in California with a Bachelor of Arts degree in religion in 1943. He taught in the religion department of Loma Linda University, California, for eight years, and then completed his Master of Divinity degree at the Seventh-day Adventist Seminary in Washington, D.C., the summer of 1956 while teaching at Washington Missionary College. He was first appointed as acting principal in August 1956, but a few months later the board and division committee requested the General Conference to arrange with Washington Missionary College for his services as principal on a permanent basis. He remained at Newbold College in this capacity until 1960.²

In 1956 construction of the new administration building

¹ NED Min, 21 December 1955, p. 207.

² D. C. Beardsell interview with R. W. Olson, Andrews University, Berrien Springs, Michigan, 11 May 1982. Olson was sent to Newbold College as the affiliate representative on the faculty but was immediately requested to take the principalship for his two-year term of absence from Washington Missionary College. He states in his interview that he was the eighth person to be approached. See Olson questionnaire, Personal File, and NED Mins, 13 December 1956, p. 164; 3 June 1957, p. 46; W. I. Smith, "Announcement and Farewell," NL 6 (March 1956):2. 3.

commenced under contract. The building was completed in September 1957 and was occupied at the start of the new school year. It was sited on the Egremont land--its front parallel to the main road--and named Salisbury Hall in memory of Homer R. Salisbury, the first principal of the college (1901-1907).¹

The enrollment of 156 students in 1958 necessitated the utilization of every available space and emphasized the need for more accommodation if the college was to fulfill its purpose as the senior college of the division. An ex-military hut was purchased to provide more accommodation for the men, caravans (mobile home trailers) were bought and sited for married student accommodation, and various renovations were made to the buildings purchased in the past few years. It was still recognized, however, that a permanent solution was required regarding student housing.²

V. Norskov Olsen, the dean and registrar of the college from 1956, requested and was granted leave of absence for study purposes in 1959. It was understood that he would complete a Master of Arts degree in theology and return to take over the principalship in 1960 from R. W. Olson who requested a permanent return to North America. This instance of forward planning by those responsible for the college to ensure continuity of administration was the first one discovered in this study. During 1959 the business manager, A. W. Lethbridge, resigned and was replaced by Unto Rouhe from Finland.³

¹NC Min, 17 November 1954, p. 3; 4 June 1957, p. 100.

²NC Min, 22 October 1958, p. 121; NED Min, 27 June 1955, p. 48; 18 September 1958, p. 57.

³NC Min, 4 December 1956, p. 73; NC Min, 1 April 1959, p. 138.

In the same year a strategic purchase of land connected the Binfield Hall property to the farm and the main campus.² During the summer of 1959 the second Adventist Theological Seminary extension school was held from June 1 to July 10, 1959, eleven years after the first one.²

By using every available space the college enrolled 164 students for the 1960-1961 year. Of the twenty-one graduates in 1960, four left immediately for foreign service. This was the largest number of graduates going into mission service direct from college since World War II. With the increasing international profile of the student body, an increasing number of graduates found employment abroad, many in their homelands, thus blending the output of missionary workers with the international work force of the Adventist church worldwide.

In the summer of 1960 the expected change of administration took place with R. W. Olson leaving and V. N. Olsen taking over, having completed his studies at Princeton Theological Seminary in North America. Olsen had graduated from the Danish Adventist high school in 1936. He was employed as a pastor in Denmark until 1945

Lethbridge's first wife had died in 1956. He now wished to marry a person who lived in North America. He left for Michigan in 1961 after two years as a teacher at Newbold College. D. C. Beardsell interview with R. W. Olson, 11 May 1982; "Deaths--Lethbridge," RH 153 (9 September 1976):23.

¹NC Min, 18 March 1959, p. 136. This was a plot of two acres purchased for £925. 0. 0. A few weeks later the administration declined an offer of a several hundred acre farm for £20,000. 0. 0. NC Min, 1 May 1959, p. 146.

²W. G. C. Murdoch, "The Seminary Extension School," NL 9 (August 1959)1-5. Idem, "Seminary Extension Schools in England and Norway," RH 136 (15 October 1959):18, 19.

when he enrolled at Emmanuel Missionary College. He graduated with a Bachelor of Arts degree in 1948. He transferred to the Adventist Theological Seminary and completed a Master of Arts degree in 1950 and a Bachelor of Divinity degree in 1951. He taught for two years in Denmark before being employed by Newbold College in 1954 as head of the Bible department and later as dean and registrar of the college.¹

The new men's dormitory was planned for in 1961 with construction starting early in 1962. The building was completed and occupied in 1963. A college board action of note was that which removed the word "Missionary" from the official name of the college. This action was taken in April 1961, despite an action taken a little more than a year earlier which specifically authorized the insertion of the word in a new college sign being erected in front of Salisbury Hall, the administration building.²

The affiliation agreement with Columbia Union College (Washington Missionary College's new name) was renewed in November 1963. This was the second renewal of the agreement which called for a review of the contract every four years.³

With the issue of sixteen Bachelor of Arts degrees at the 1964 graduation, the total degrees issued since 1956 passed one hundred.

¹R. W. Olson, "Farewell and Welcome," NL 10 (June 1960):8.

²NC Min, 12 April 1961, p. 2. Compare this with NC Min, 1 March 1960, p. 3; and NED Min, 23 November 1962, p. 15.

³The agreement was first signed in 1955 to run from September 1955 to June 1958. It was subsequently signed to run for four years, starting 1 June each time. The contract was renewed in 1959, 1963, 1967, 1971, 1975, 1979 and 1983. See the footnote on p. 370 explaining the change of name of the American college.

Now that larger classes were possible because of increased accommodation, the number of graduates completing degrees could rise rapidly.¹ By the mid 1960s too, the standards for ministerial employees of the church were rising with an increasing demand for ministers with Master of Arts in religion and Bachelor of Divinity degrees. The interests and energies of the college and division administration from that time were focused on this new demand and various attempts to answer the demand were made through the years.

The Newbold College board appointed George L. Caviness as the principal in August 1966 to replace Olsen, who was leaving for North America to teach in the Bible department of Loma Linda University. Caviness came to Newbold College with the advantage of having spent his boyhood years on the Continent where he received his elementary and secondary education in the French language. He earned a Bachelor of Arts degree at Pacific Union College in California, continuing immediately with studies towards a Master of Arts degree at the University of California. He obtained a Doctor of Philosophy degree in 1947 at Ohio State University. His teaching and administrative experience included service at Pacific Union College, California and Union College in Nebraska.²

Caviness served as principal of Newbold College from 1966 to 1971 whereupon he returned to Walla Walla College. He was replaced by Roy E. Graham, the first English principal for seventeen years

¹"Newbold College Graduation," RH 141 (20 August 1964):16. Also NED Min, 22 July 1964, p. 109.

²SDA Yearbook, 1956, p. 198; and 1966, p. 339. G. L. Caviness to D. C. Beardsell, 9 July 1932; G. L. Caviness questionnaire, Personal File.

and a graduate of Newbold College. He brought to his administration a wide experience in teaching, pastoral care, and church administration. Graham attended state primary and secondary schools in the counties of Essex and Norfolk. He then attended Newbold Missionary College at Packwood Haugh and later at Binfield. He obtained a Bachelor of Arts degree from Columbia Union College in 1964, followed by a Master of Arts degree in 1966, and a Bachelor of Divinity degree in 1970, both from Andrews University. He administered the college until 1976, after which he completed a Doctor of Philosophy degree at Birmingham University. He proceeded to Andrews University in 1977 to teach in the Theological Seminary. He subsequently was appointed Provost of Andrews University.¹

The above survey provides a context for the main theme of this chapter which is the description and analysis of the achievement of senior college status. The discussion now turns to that theme.

Senior Status

It is reasonable to presume that the attainment of senior college status was the most comprehensive and enduring issue in the entire period of the development of the college. It is an issue critical enough to suggest that the long-term survival of the college depended upon it. A. Floyd Tarr, the president of the Northern European Division, wrote in 1953:

For many years the Northern European Division has looked forward to the time when it could make available to its youth

¹ D. C. Beardsell interview with R. E. Graham, 10 October 1982; R. E. Graham questionnaire, Personal File. An interesting coincidence has developed in the selection of principals, in that since 1954 Anglo/Continental administrators have been alternated with Americans. There is no evidence that this has any specific significance. See appendix C, p. 415.

a Senior College that they could call their very own. . . .

It was at the first council of the reorganized Division in Skodsborg in December 1950, that on the recommendation of the General Conference . . . the foundational steps towards this happy event were taken.¹

The first statement of the above quotation is correct, as the Adventist church in Europe had been waiting for almost twenty years to have a senior college in their region--the British church almost a decade longer than that. The second statement of the quotation is not correct in principal though perhaps it was in immediate activity. The college and the British Union Conference administrators had been planning for a senior college as far back as 1927. It statements that were discovered are interpreted correctly, planning may have been undertaken even before that date.

Senior Status Defined

The term senior status has been used many times in this project without an attempt to define it. The reason for this delay is that only after World War II had the term become clear enough for definition in the minds of most Adventist administrators in Europe. One of the main reasons for the lack of progress in attaining the status of a senior college before the war was that no definition could be given that would correlate the level of pre-college education, the needs of the church and the students, and the level of Adventist colleges in North America without giving a false or confused description of the institution. Besides, there was little of real substance on which to base a definition, either in the secular

¹A. F. Tarr, "Division Senior College Opens September 15, 1953," NL 3 (August 1953):1.

educational world or the existing Adventist school program. It is interesting to note that the British Adventists did not attempt to develop their school by stages or levels, and perhaps it is in this that the problem of definition and, indeed, progressive development, lay. No administrator or administration attempted to set down a series of developmental steps along which the institution could proceed towards a certain goal. From the beginning the college was called a training college as distinct from a secondary school, high school, or junior college--terms that could have been used to indicate a progression in development.¹ As indicated in chapter 3, the nearest to such a development plan was prepared by Glen Wakeham in 1918 to 1920 when he structured the school into primary, junior, and senior departments, but he did not stay long enough to develop these levels to the place where they could have regulated the steady growth of the college.²

By the end of World War II, it was becoming clear that in referring to a senior college the administration and educators in the British Adventist church were talking about an institution that differentiated clearly between the primary (elementary), secondary (high school), and tertiary (college) levels. Such an institution would accept students into the tertiary level subject only to an acceptable and recognized completion of the secondary level. It would then offer such persons a program of sufficient length and depth that would enable them to obtain an acceptable and recognized

¹W. R. A. Madgwick to D. C. Beardsell, 8 April 1983, Personal File.

²See p. 90 for Wakeham's plan outlined in detail.

certificate of competency and completion. Such a program would entail the careful development of facilities, faculty, and instructional curriculum in an Adventist milieu. Once this definition of a senior college became clear, it was then possible to set the aims and objectives of the college and embark on the task of achieving those goals. This study describes the early administrative efforts to combat the confusion of the prewar period and then analyzes the post-war progress toward achievement. The question as to how many years of instruction were required for a senior college became a subordinate problem that depended on whether the college took the traditional Adventist developmental track, which was based on the American educational model or whether it could adapt extensively enough to adopt the British national tertiary model and develop into a new and innovative institution. As is seen below, the former was the easier to follow.

The American and the British Educational Models

The model that Newbold College eventually followed was the one that American Adventists had developed in their colleges in the late nineteenth and early twentieth centuries, and one that closely resembles the secular American tertiary or post-secondary educational system. The senior college was and still is the equivalent of the secular undergraduate university, offering four years of general instruction towards a bachelor's degree including major and minor areas of more detailed study. It adopted the convenient system used by public universities and colleges of categorizing and departmentalizing knowledge which allows courses to be added, deleted, or modified.

and the assessment of credits to be worked out without interfering with the curricular framework. Students enter college after twelve years of pre-college study--eight years of elementary school and four years of academy or high school. American children usually start school at six years of age and enter college at eighteen years. The dispensation of knowledge in the pre-college years is as organized as in the college program, with the use of units of study which are the high-school equivalent of college credits.¹ The Adventist adaptations involved more of an emphasis than the secular system on work/study programs, manual labor, industrial education and practical training, and emphases on spiritual and physical as well as mental development. These sometimes replaced sport and other recreational programs. The Adventist tertiary system in North America worked towards the placing of a senior college in each union conference to which high schools (academies) and two-year colleges (junior colleges) sent their graduates.²

The British tertiary educational system which the Adventist college could have attempted to follow after World War II, but found too complex and problematic to encourage adaptation, is made up of universities, teacher education, and technical colleges. The first two types of institutions offer three-year instructional courses leading to the first or Bachelor of Arts degree. Entry level is after the

¹The Carnegie unit for high school assessment is defined as the measure for assessing credits for college admission. One unit is acquired by the completion of a minimum of one hundred twenty clock hours in a subject during a school year. Sixteen units are required for high-school graduation. See Daniel and Laurel N. Tanner, Curriculum Development (New York: Macmillan Publishing Co., 1980), p. 461.

²Schwarz, p. 328.

advanced level examination taken after thirteen years of formal pre-college schooling. British children enter primary school at the age of five years. They start secondary school at eleven years of age and remain there for five years. They then write a school-leaving examination at sixteen years of age, which is also the current compulsory minimum school-leaving age. University aspirants study at sixth form colleges for two more years, after which they write university entrance or advanced level examinations. Universities and first degree colleges are authorized by parliamentary charter requiring numerous regulations and requirements that the Adventists in Europe found difficult to comply with.¹

The Pre-World War II Attempts to Upgrade the College

Previous historical studies have presumed that the struggle for senior college status at Newbold College was limited to the post-World War II period. Research in the General Conference Archives and the British Union Conference minutes reveal a different picture. In order to adequately understand the postwar development of senior status, it is essential to study again the period between the wars, for it was in that period that the struggle started.

In May 1915 Wakeham had not yet assumed administrative control of the college. He was barely thirty years of age, yet he seemed to visualize opportunities for the college that more seasoned administrators did not grasp until after the end of World War II. He wrote to Daniells:

¹D. C. Beardsell interview with R. W. Olson, 11 May 1982; P. P. Schuil to D. C. Beardsell, 1 October 1982, Personal File.

I would like to call your attention to the unique advantages which our college can offer to students. [He was referring to a possible relationship with the London University external degree program] . . . I believe we have no other college at which students can take a university course and gain a degree of the highest standing without attending any university lectures. . . .

And we think the advantages we can offer are so great that you could well afford to make our college a branch of the Missionary Seminary in Washington for the training of Missionaries for British Colonies. . . . Our school board would welcome a proposition to affiliate our College with the Tacoma [sic] Park Seminary.¹

Wakeham was prepared to solve the upgrading and affiliation problems at the same time. By 1920 he had established the outline for the structure of the college. This would have taken care of the entry level, upon which, with the General Conference financial and promotional support that he was seeking, he could have built a full college program leading to senior college status. The kind of General Conference support that Wakeham sought was not without precedent, for several colleges in North America including Battle Creek College, Emmanuel Missionary College, the College of Medical Evangelists, and the Foreign Missionary Training College had all been recipients of heavy amounts of aid in their initial years.

Wakeham's enthusiasm for a clearly defined senior educational institution continued until the time he left Britain. He wrote in 1920:

I do not know how many of our people outside of England are aware that we are gradually building up a first class College here and will soon be able to offer our young people educational facilities, second to none in the world.²

¹G. Wakeham to A. G. Daniells, 5 May 1915, RG11 1915-W, GCAr.

²G. Wakeham to W. A. Spicer, 1920, RG21 1920-E, GCAr. (The letter has no day or month).

Wakeham's letters as well as his propositions presented to the British Union Conference committee between 1915 and 1921 indicated that his plans were to establish an English-oriented college, offering degrees from English universities in an Adventist setting. It would be intriguing to speculate what would have happened had he been treated as a regular American missionary to Britain, given a regular leave to his homeland, and allowed to return to carry out his plans in full. Schwarz makes an insightful statement when discussing this specific issue of institutional development. He writes; "The success of an institution generally depended upon strong leadership."¹ There seems to be little doubt that the long ensuing struggle to achieve Wakeham's "first class college" would have been far shorter had the church been able to secure the long-term services of a determined, capable, and experienced administrator. The failure to locate such an individual was not for the want of trying. The battle to keep an administrator at the head of the institution is another issue for further study as it paralleled the battle for senior status.

Seven years after Wakeham left for North America, the matter of advanced development was raised in committee. The intervening period can perhaps best be summarized by a union committee minute taken in 1926. Under the heading College Extension Deferred was recorded the following action: "That owing to so many projects on hand at the same time, the College defer its proposed extensions."² In all likelihood this action referred to facility development and was

¹Schwarz. p. 328.

²BUC Min. 9 August 1926. p. 269.

probably the reason why the north wing of the main college block for Stanborough Park was never constructed. The minute seems to reflect, however, the deeper seated problem of confusion with priorities, or at least the attempt to cope with too many issues at the same time that kept the administrations from coming to grips with the problem of upgrading and advancement.

At the end of 1927 the union conference committee itself began to recognize --though dimly, it seemed-- that there was a correlation between the physical development of the college and the achievement of senior status. A memorandum drawn up by the union conference committee and sent to the division and General Conference in November 1927 placed on record for the first time a recognition of this fact. It referred to a need for an advanced education and then continued by specifying the needs of the college if there were to be substantial development. This document encouraged the division to show an interest in the development of the college and, in effect, triggered a chain of events and involvement which terminated years later in the "annexation" of the college.¹ Because of the importance of the division involvement, a brief description of division organization is given before continuing with the discussion of the development of the college towards senior status.

Division Organization

Before the General Conference session of 1901, when extensive reorganization of the administrative structure of the church was

¹BUC Min, 15 November 1927, p. 313a; ED Min, 25 November 1927, pp. 175, 176.

undertaken, the local conference organizations in the territories in which the church was operating were clustered in regional administrative organizations known as districts. There were six in North America, one in the Australasian area, and Europe formed the eighth. In 1901 these districts officially became union conferences.

In Europe, the local and union conferences had been grouped together in the European general union. In 1903 a vice-president of the General Conference was appointed with the direct responsibility for the European work. By 1910 the Europeans were using the term European Division. A constitution and a set of by-laws were presented in 1913 by the Europeans for a European Division Conference.¹ These were accepted by the General Conference in session and from then until 1918 there were two division conferences--the North American and European--and an Asiatic division mission. The British Union Conference, formed in 1902, was just one of a number of union conferences in the European Division Conference. By 1928 these included the Baltic, British, Czechoslovakian, East German, Central German, West German, Hungarian, Latin, Polish, Romanian, and Scandinavian unions; two union missions in Africa; and the Soviet Russian unions.²

¹ Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia, rev. ed. (1976), s.v. "Organization, Development of, in SDA Church," pp. 1949, 1953. The districts were organized in 1888, after the Minneapolis General Conference session. The union conference concept was adapted from the Australian model organized in 1893. See C. C. Crisler, Organization, Its Character, Purpose, Place and Development in the Seventh-day Adventist Church (Washington, D.C.: Review and Herald Publishing Assn., 1938, p. 171.

² SDA Yearbook, 1929, p. 127.

The problems of nationalism brought about by World War I, as well as the need to reallocate mission territories, demonstrated to the church the danger of independence, cleavage etc., inherent in the division conference. Thus in 1918 these were dismantled, and the divisions became extensions of the General Conference administration.¹ This change made it much easier to divide geographical areas into divisions and, subsequently, to redivide them when the work of administration grew too cumbersome or when, as happened in Europe, political changes in a geographical area called for such redivision.

As far as Britain was concerned, there were additional reasons for wanting a change in division boundaries. Geography placed the British Isles outside the European continent. This tended to emphasize tensions within the church as it had historically within the nation. There was a feeling of isolation from the church on the Continent, and even a sense of stronger ties with North America than with Europe, a complex of emotions that was to become more critical during World War II. It is possible that the British church felt that it received a lean share of the action in whatever was happening -- such as visits from the leadership, financial appropriations, development of the church, etc.

In the correspondence between the officers of the European Division and the General Conference, as well as in articles published in church magazines during the 1920s, the development of the work on the Continent was emphasized more than in the British Isles. There were probably reasons for this that are not germane to this discussion.

¹Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia, rev. ed. (1976), s.v. "Northern Europe-West Africa Division".

In September 1928 the General Conference Biennial Council voted to form four divisions in Europe. Some of the reasons are given in the preamble to the action quoted here:

The chairman, Elder Spicer made some remarks concerning a proposed reorganization of the work in Europe. He suggested that post-war conditions had made it necessary for such of the officers of the General Conference as met with the European Division Council in Europe to give serious consideration to the creation of smaller divisions within the boundaries of the European Division.

The brethren who participated in this work presented the Memorial from the European Division with the confidence that the new divisions suggested would lend strength to the ever-increasing and developing work in the European Division and its missions. Governmental regulations have also made these changes essential.¹

The new Northern European Division that came into being on January 1, 1929, included the British, Baltic, Scandinavian, and Polish unions. Whereas in the old European Division the British Union Conference was one of sixteen units, it was now one of only four. By the same token, the British college had been one of thirteen schools; now it was one of seven, and the oldest of them. In producing over sixty workers since 1905 for the British Empire and other English-speaking areas, it had developed a far wider influence and made a deeper impact upon the church than had the other six, some of which were new, and all of which were junior ministerial training schools.²

The new division operated briefly from the old European

¹GC Min, 25 September 1928, p. 630.

²H. L. Rudy, "Educational Work in Northern Europe," RH 108 (8 October 1931):18. The other six schools were Nyhyttan Missions-skole, Sweden; Vejlefjord Mission School, Denmark; Onsrud Missjonsskole, Norway; Adventist Missionary Seminary, Latvia; Polish Union Training School, Poland; Toivonlinnan Lahertysopisto, Finland. Rudy lists only a total of six schools whereas there were seven including Newbold College.

Division headquarters in Berne, Switzerland, but in 1929 it moved to England and purchased some houses in the North London suburb of Edgware where it remained until 1941.¹ World War II severely interfered with the operation of division organizations, especially those in Europe. Besides the fact that Britain and Germany were the chief antagonists in the war, Poland was annexed by Germany during the war, Norway and Denmark were occupied, and Sweden was left as the only Continental country that could be contacted by the division office, and that only with difficulty. In 1941 the General Conference dismantled all the European Division organizations and attempted to administer the various national church organizations directly from Washington.²

The General Conference continued a direct relationship with the British Union Conference until 1950 even though the Northern European Division was provisionally reorganized in 1946. From the correspondence and other evidence available it is clear that Britain would have preferred to retain this relationship.³

The Northern European Division returned to its property in London in 1950 and the British Union Conference rejoined it later

¹See W. E. Read document on "State of the Division," RG21 1942-NED, GCAr.

²W. H. Branson, "The Northern European Division," RH 119 (29 January 1942):1.

³The administration of the British Union Conference sent a memorandum to the General Conference in 1946 requesting a continuation of detached union status when the division was reorganized. BUC Min, 9 August 1946, p. 75. There was a general feeling that the British had closer links with the North Americans than with Continental Europeans because of the similarities in language and culture and the interpretation of several Adventist teachings. The British church also would have preferred a closer

that year after a short interlude when the General Conference attempted to compromise on the issue of nationalism by establishing a division combining Britain and West Africa with the prewar Continental countries of the Northern European Division. This division was called the North Atlantic Division, but lasted only a few months. Soon after relationships between the division and the British Union Conference had been restored, serious negotiations for upgrading the college began in earnest.

The Problem of Advanced Education

The need for more highly qualified faculty at the college increased, as did the demand for more highly trained personnel in the Adventist church both at home and abroad. Tensions developed as traditional Adventist educational philosophy collided with modern trends and needs, a pattern that was being repeated throughout the Adventist church. The tensions within the church regarding the obtaining of further education became accentuated during the period just prior to World War II. It was an issue with which the administration of both the union and the college had to deal. In all probability it was one of the major reasons for the deep interest shown in the upgrading of the school to senior status by the Northern European Division from 1929 onwards, as the various church administrators strove to provide better qualified personnel without becoming

relationship with the Adventist church in the British territories abroad. In more modern times the disintegration of the British Empire and the development of the European Economic Community have introduced other elements into the thinking of the British Adventist church. BUC Min, 22 March 1949, p. 36; 1 May 1949, p. 44; G. A. Lindsay to C. L. Torrey, 9 January 1951; A. F. Tarr to C. L. Torrey, 8 January 1951, RG31 1951-NED, GCAr.

too dependent on the secular institutions of higher education.

On the one hand, the college itself needed highly qualified faculty who would attract students to the school, and who could perform satisfactorily in the instruction of the more advanced courses necessary to upgrading. There was also the growing demand in the mission territories where colonial governments were insisting on expatriate school administrators and teachers having not only sufficient but recognized training.¹

On the other hand, Adventist tradition and teachings were opposed to the exposure of Adventist students to secular instruction at any level. Adventist journals from early in the twentieth century frequently warned against attendance at secular institutions of learning. As the pressures increased through the pre-World War II decades for higher learning and recognized degrees, so the warnings increased in number and seriousness of tone. A far from exhaustive review of the Adventist journals in North America and Europe between 1925 and 1935 produced articles with such titles as "Perils in Worldly Education," "Is a University degree an Essential for the Foreign Missionary?", "Why Accredite Our Schools?", and "Education and Our Message."² These articles were long and explored in great detail the problems of a non-denominational education. It is not the purpose of this paper to make a value judgment on the issue.

¹D. C. Beardsell interviews with E. E. White, Newbold College, 21 October 1982; W. G. C. Murdoch, 4 April 1982; S. W. Beardsell to D. C. Beardsell, 20 April 1982, Personal File.

²W. E. Howell, RH 109 (22 August 1929):9-11; C. P. Crager, RH 119 (20 November 1930):7, 8; W. H. Branson, RH 112 (7 April 1932):7, 8; H. L. Rudy, AS 3 (July 1931):3, 4.

except to comment that a study of these articles indicates that almost no leeway was allowed for such education. Consequently, there was a feeling abroad, not least in Britain, that one who attended a public university for the purpose of attaining a degree had gone "to the place of the devil's education"ⁱ and had thus committed an offence against God and the church. Even more important than the journal articles was a General Conference committee action, taken in 1929, concurring with a resolution passed by the Education Council at College View, Nebraska, July 12-19 of the same year. Part of the minute, which appears to be a copy of the council resolution, states:

Resolved, That the Educational Council in session at College View, Nebraska, July 12-19, 1929, regards with deep concern the seeming tendency on the part of some of our young people to attend outside institutions rather than our own. We consider it inadvisable for our young men and women to attend other schools before completing the courses in our own schools. We consider it equally hazardous to enter a secular institution after graduation from a school of our own and before becoming well established in their experience by teaching or other work in the denomination covering a period of years.

Particularly since we are forming an association that is designed to bring our own colleges and academies to a status of accredited recognition, do we believe that the object some have in attending a school of the world is removed, and we urgently recommend that our youth obtain their education in our own schools.

While it appears necessary for the time being for a few of our older teachers who have proved themselves successful in our work and unwavering in their faith and loyalty to qualify themselves technically in an outside institution, such will not be the case later on, and we strongly discourage our youth without experience from seeking an education elsewhere than in our own schools.

In cases where it seems advisable for some teachers to

ⁱS. W. Beardsell to D. C. Beardsell, 20 April 1982, Personal File.

attend outside schools to qualify further to meet a technical need, we recommend that no individual, whether of long or shorter experience, should do so except through the approval and vote of the governing board or committee which supervises and directs his work.¹

Despite the rhetoric, there were situations where secular degrees were needed, as inferred in the above minute. Sidney W. Beardsell was the first graduate of the British college to be officially requested by the church in Britain to attend a public university. He wrote:

It was quite something for me to be asked to go for university training, in those days the universities were considered to be the place of the Devil's education and all the young people were definitely discouraged if not definitely prohibited from taking university education. . . . I was the first, and so far as I know the only one, to be asked to go to university. . . . I was one of the few who had even matriculated and I suppose they considered I would be able perhaps to withstand the Devil's onslaughts in a worldly university.²

Beardsell was requested to obtain a Bachelor of Arts degree to satisfy colonial government regulations in the territory to which he was being sent. However, the college itself attempted to draw into its faculty those who had earned degrees on their own. One long-term teacher received a first degree from London University in 1930. He was asked to return even though he had started on studies leading to a Master of Arts degree. One of the new teachers joining the faculty at Newbold Revel had also recently graduated from London

¹GC Min, 26 September 1929, p. 942. The minute has been extensively quoted to illustrate the traditional philosophy of the Seventh-day Adventist church. The same reference shows the alternatives that Adventists were preparing themselves to tolerate, and later on even to accept.

²S. W. Beardsell to D. C. Beardsell, 20 April 1982, Personal File.

University with a Bachelor of Arts degree, procured mainly in his case on an extra-mural basis.¹

The expensive alternative to secular advanced training in England was an Adventist education at one of the senior colleges in North America. This contained an added danger of losing the student to the attractions of the new land.² The determined stand by the church on secular education brought about a shortage of well-qualified faculty that could be attracted to the college, although by 1940, as a result of Murdoch's efforts to encourage the faculty to continue studying, seven of the ten academic instructors had earned at least Bachelor of Arts degrees.³

Senior Status as a Reason for Relocating Stanborough College

In May 1928 the union conference committee took an action which in effect invited the General Conference to become involved in a more comprehensive training program. The preamble to the action stated that,

whereas our educational work in Great Britain is in serious need of enlarged and better facilities for the efficient training of workers, not only for the home fields but for the regions beyond. . . . that we request the General Conference and possibly Australia to share the responsibility.

¹D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982; A. S. Maxwell, "Editorial Notes," MW 35 (25 July 1930):8.

²BUC Min, 21 November 1929, p. 109. This minute records a case of an employee who was officially sponsored to study at a North American senior college and who left that college to take alternative studies on his own initiative. He had been specifically sent for advanced training in order to assist in the upgrading of the college. Numerous instances of this type have taken place since that time.

³Col Cal, 1939-1940, p. 7, 8, lists the faculty and gives their educational qualifications.

⁴BUC Min, 10 May 1928, p. 341. This action was taken while

It is interesting that this action, purposely or otherwise, did not appeal or even refer to the European Division, from which it appeared to receive little attention.

A reference to some unusual planning taking place appeared in the April 1929 number of Missionary Worker when the union president wrote an article for Education day. He stated:

The outlook I think was never better than at present, for plans are under way for better facilities and better opportunities for our young people. But since these are not yet matured, we must not mention them in this article.¹

The study of archival material reveals what had been transpiring. Before this statement was made, the union and school administration had been considering development. Increasing enrollments through the decade indicated increasing patronage of the college, bringing pressure for more classroom and residential accommodations. It increased manual-labor problems and increased friction with the other organizations on the Park. The constant demands of the foreign territories for trained workers placed an intolerable burden both on the school and the union. Not only were they hard pressed to find personnel, but the costs of training them and developing the school to required standards were getting beyond the resources of a still small constituency. (In 1929 the membership of the British Isles was 4,473.) In the same article mentioned above, Meredith reported that each student at the college cost the church £300. 0. 0 over and above the annual fees paid by the students (the fees for

the British Union Conference was still part of the original European Division.

¹W. H. Meredith, "Educational Day." MW 34 (19 April 1929):3.

that year were £52. 0. 0).¹ In discussions started in 1929, after the realignment of the European territories, the new Northern European Division was totally involved. In September, the division requested Professor Charles W. Irwin, the associate secretary of the General Conference Education department who had been standing in as principal of the college for two months, to draw up a memorandum on the needs of the school. This document was to be prepared with the help of division and union personnel and presented to the General Conference.² No record exists that the document was ever prepared. The request demonstrated the fact, however, that interest in development now involved the Northern European Division and the General Conference.

The early discussions regarding expansion centered around possibilities on the Park itself. These included the extension of the existing building, construction of a new administration building, or the relocating of the Stanboroughs Sanitarium, with the school using the vacated premises. Lynn Wood, the school principal and himself a school planner, drew up a comprehensive plan for the development program on the Park.³ However, the only alternative financial source other than General Conference grants for this development was the sale of additional estate land. The considerable

¹Ibid.; Porter, A Century of Adventism (1974), p. 26; The Statistical Record, British Union Conference President's office, Watford, England, photocopy in Personal File.

²GC Min, 27 July 1928, p. 608; NED Min, 5 September 1928, p. 7; W. L. Emerson, "Stanborough College Re-Opens," MW 33 (7 September 1928):5.

³BUC Min, 12 February 1929, p. 39. One verbal source indicated that Wood had found an alternative property and had drawn up a master plan complete with site and construction plans, but no

acreage that would have to be sold to raise sufficient funds would so cramp the operation of all the activities of the college that the entire development process would be self-defeating. This and other problems forced the union administration to search for alternative solutions.

The British Union Conference committee set up a planning sub-committee to seriously study the possibility of moving the school. This small but responsible group had as its chairman the president of the new division, Lewis H. Christian. The members included the division treasurer, C. Pedersen; the union treasurer, A. Carey; the school principal, L. H. Wood; the Stanborough Press editor, A. S. Maxwell; and the Sanitarium director, W. A. Ruble. The last two had a vital interest in what happened to the school. The inclusion of the division officers indicated their growing interest in the future of the school. Three days later this small committee brought a comprehensive report that was accepted by the full committee and passed on to the division. It is possible that Oliver Montgomery, one of the General Conference vice-presidents, was also present at this discussion.¹ During the same meeting the decision was taken to sell the Kingswood estate. This in effect precluded any further development of the school on Stanborough Park. The same action set up a sub-committee to "choose a site for a new building." Obviously the administrators had not fully grasped the consequences of selling the estate, nor had they as yet planned new development

evidence of this has been located.

¹BUC Min, 22 March 1929, p. 48; 25 March 1929, p. 48; NED Min, 11 January 1929, p. 4; 10 September 1929, p. 46.

to any significant degree. Comprehensive planning took place in the next few months with the assistance of G. W. Irwin who had been sent by the General Conference in August for that purpose.¹ By September 1929 the administrators realized that the only viable alternative was the removal of the college. At a meeting of the union conference committee on September 9, 1929, all the members, including Irwin and the three division officers, took a unanimous vote to relocate the college. The next day the Northern European Division committee voted to pass on to the General Conference the memorandum prepared in March by the union. The General Conference responded to this memorandum at the time of the Autumn Council by voting a special appropriation of \$20,000, and this with the \$10,000 grant for British evangelism were the only grants assigned to the Northern European Division in the 1930 budget.²

Although there had been no direct statement all through the discussions and plans in 1928 and 1928, it was apparent that both the General Conference and the division were thinking of more than mere physical improvement to the college plant. The union conference committee, however, finally made the first direct move towards upgrading. In an October action entitled "Stanborough College Future," the union thanked the General Conference and instructed the Seventh-day Adventist Union Limited (the legal body of the church) to arrange for the sale of Kingswood estate. The following statement was also made:

¹BUC Min, 26 March 1929, p. 56; GC Min, 9 May 1929, p. 869.

²BUC Min, 9 September 1929, p.93; NED Min, 10 September 1929, pp. 49, 50; GC Min, 1 October 1929, p. 976.

In view of the many calls for well-trained workers for the mission fields and in the homeland, we cordially invite the Northern European Division Committee to work out a policy whereby the British School can become a Senior College.¹

In the same action it was voted to work towards a date in 1930 for the relocation of the college.

The division declared its intentions in its annual meeting held in Warsaw, Poland, in November 1929. The Education secretary, L. F. Oswald, prepared a report in which he compared the old and new divisions. He indicated that seven of the original thirteen training schools were in the new division, as well as sixteen of the seventeen church schools. Christian, the division president, then spoke of the need for an advanced school in the division. He made a case for the British school being the obvious candidate, using the facts that the work of the church was carried on in English and that the majority of the missionaries sent abroad by the division needed to have advanced studies in English. The committee set up a "sub-committee to bring in recommendations on the question of an advanced school in the division."²

The most important action taken to that date was the one taken on the Sunday afternoon of November 3. It read:

Whereas there is great need for the strengthening of our educational system for the training of Christian workers for the home and foreign fields, and

Whereas, in the majority of our mission fields a knowledge of English is required,

¹BUC Min, 2 October 1929, p. 96.

²NED Min, 3 November 1929, pp. 15. 16. The date of the minute is not clear. It would appear that this action was taken on Friday, 1 November 1929, because the minute recording the recommendations of the sub-committee as quoted in the text indicates more than a few minutes of deliberation.

Resolved, That we look with favor upon making our British school of full college grade, to which students from our other schools may go for the completion of their training.

Whereas, in the pursuance of this plan for a school of college grade the British Union Conference has invited the Northern European Division to appoint two members of their college board,

Resolved, That we accept this invitation and recommend for election two members of this board and further,

Resolved, That the Northern European Division appropriate funds for the salaries of two teachers of this college beginning with the budget for 1930-31 provided that at that time the college in Great Britain is prepared to do the advanced work for the Division, still further,

Resolved, That while the Northern European Division will recognize the British Union College as the advanced school for the Division and will render assistance in the support of teachers, the Division undertakes no direct financial responsibility other than it has towards all other schools in its field.¹

The first two division representatives for the college board were appointed a little later in the same meeting.²

Other than an action regarding curriculum improvement, there was no formal action regarding the upgrading of the college except as it was linked to the actual plans for removal of the college. The year 1930 appeared to be one of vacillation, although the one irrevocable event was the sale of Kingswood estate with Kingswood House on April 30. The state of uncertainty is clearly seen in the remarks made by A. S. Maxwell in May:

Without doubt one of the important matters to be discussed during the General Conference will be the future of Stanborough College, and we shall all await with interest the counsel that will be given. . . .

¹NED Min, 3 November 1929, pp. 16. 17.

²Ibid., p. 21.

One thing is certain and that is that we are on the eve of a great new development of our educational work in this field. . . . At present no definite plans have been decided upon.¹

From the actions discussed above and the sale of Kingswood, it was obvious that some definite plans had been laid. It seemed rather that the various administrations caught their breath in 1930, marvelling slightly at their audacity in making such plans. They seemed to be waiting, as it were, for a sign of approval from somewhere. There was also a question as to who would lead the school in the change, for in April Wood was transferred to Emmanuel Missionary College.² Murdoch was appointed the new principal in May 1930. Possibly this was the encouragement needed, for he led the school through its transfer to Newbold Revel.

For the next three years, slow progress was made towards establishment of senior status. However, the process of relocation absorbed almost all the energies of the college administration.

In 1932 the curriculum was adjusted to requirements voted by the division.³ The number of non-British students started to increase and a department for English language for foreign students was established. A speech delivered by H. L. Rudy to a division educational council in September 1932 and published in the Advent Survey illustrated the slow progress towards senior status. As noted above, it was not for lack of administrative planning and expertise. The most careful planning cannot always counter external

¹A. S. Maxwell, "Editorial Notes," MW 35 (16 May 1930):8.

²See pp. 353, 354 for details of the change.

³NED Min, 17 November 1932, pp. 18-22.

influences such as the drying up of funds, nor cater for loss of momentum. The speech stated in part:

Again, we hasten to invite your attention to a major problem of this Council, that of a senior college. Surely the time has come for this large Division to have a well equipped senior college. Our missionaries going to Africa should have a senior college education regardless of whether they come from Scandinavia, Great Britain, the Baltic, or Poland. A thorough knowledge of the English language is also a pre-requisite to successful work in the foreign field. . . . The two items mentioned above are outstanding at the present time, and plans should be laid to realize this advance.

Newbold Missionary College naturally suggests itself for senior standing in view of these and other considerations. Plans must be worked out whereby students and graduates from our other advanced schools can attend the British college. Plans must be studied that will co-ordinate the courses taught in our other schools with those offered at Newbold. A programme should be worked out, extending over a period of years, which would include a gradual yet decisive advance in scholastic standing, equipment and strength of Newbold Missionary College advancing the institution from its present status to a full senior college. Our other¹ schools should endeavour to become feeders of the college.

Murdoch gave a report on Newbold at the same council in which he said:

It is our plan to make Newbold a senior college, and we are looking forward to the time when young people will come from other countries to complete their education here in England. We think that England, a country of light and of learning ought to have a senior college second to none in the denomination.²

In February 1931, Christian wrote:

This division as well as our cause in other parts of the British Empire, needs a properly equipped senior college

¹Henry L. Rudy, "Educational Council Opening Address," AS 4 (September 1932):3. This speech is quoted extensively in the text because it is the first major policy statement concerning college development to be made by a senior Adventist educational administrator.

²W. G. C. Murdoch, "Newbold Missionary College, Rugby, England,," AS 4 (September 1932):4.

in England. This is, indeed, by far our greatest institutional need in the Northern European Division. It should be a matter of urgent and prompt attention.¹

These three quotations are among the clearest statements to be found in Adventist journals of the period on the meaning of senior college status, yet they were made two or three years after formal decisions were taken by the administrative organizations involved.

The Need for Definition Illustrated during the 1930s

It appeared that although those who were sitting in committee thought they were voting for a senior college, they were confusing the status of the college with its physical removal and re-establishment. The coordination of curricula, the development of advanced courses of study, the diversification of courses, the development of a high qualified faculty, and the internationalization of faculty and students would all take time to establish.

This proved to be the case. Some progress was made during the 1930s although, as outlined in chapter 3, the financial and economic problems of the first five years of the decade absorbed most of the administrators' time and energies. The lack of definition seemed to have been the basic problem. Each solution of a problem, each addition of a facility or faculty member, each adjustment of the curriculum was hailed as a step towards senior status, sometimes even acclaimed as being the means for having brought about the senior college. L. H. Christian, in writing about education and future progress of the church in Europe, used the term 'senior college' six

¹L. H. Christian, "The Division Council in England," RH 108 (19 February 1931):23.

times. He ended the article, which was a discussion of the benefits such a college would bring, with a paragraph listing several factors that would influence the college. He closed by stating that "The establishment in England of a first class senior college is an event of historic importance to the cause in many lands."¹ Such a statement illustrated the need for an analysis of the requirements for such an institution. If the administrators could have drawn up an academic master plan, if only in simple terms which stated the required level, the objectives, and the requirements of the college, it is possible that a British senior college that was British in educational style while offering the young people of Britain and Europe an Adventist education on the advanced level could have emerged before World War II.

As the decade passed, the division administration seemed to apply a relativity to the term, senior college. In a committee action taken in 1934 referring to junior colleges and the upgrading of secondary schools, one clause urged "that plans be laid to provide facilities for a stronger Senior College at Newbold."² Administrators seemed to be comparing Newbold College with the other Adventist schools in the division and saw it as relatively senior--using non-academic qualifications in the process, such as age, number of industries, location (within the largest union), enrollment, or just the fact that it had been named the senior college. The term almost became a slogan for administrators, or a vehicle for comparison,

¹Idem, "Education and Future Progress," MW 36 (20 March 1931):47.

²NED Min, 6 August 1934. p. 69.

and this tended to blind them to the academic requirements of a senior college such as an upgraded curriculum, a stronger financial base, a solution to the entry level, and an upgraded faculty.

Then there was the uncertainty as to when or whether senior college status had been reached. This lack of certainty deepened as the decade continued, especially on the part of such educators of the Northern European Division as Ernest D. Dick, George Baird, and William G. C. Murdoch. In May 1936, Dick opined, just before leaving the division education secretariat, that he had "earnestly hoped and prayed . . . that soon Newbold Missionary College may be a senior college with two more years added to its curriculum."¹ It appeared to him that the delay was a curricular one. Yet there was little advantage to the addition of course work without a corresponding upgrading of qualifications for accepted students and an increase in qualified faculty in addition to expanded facilities. In August of that year, Baird, in a report to the union conference, confessed pleasure at the "suggestion of a coming senior college in England" and recommended that more English be added to the curriculum.² H. W. Lowe reported to the division committee that his constituency was "looking forward to raising this college to senior college status in the near future." His report was followed by a division committee action four days later resolving that plans be laid immediately to enlarge and increase the status of the college, an action that was

¹E. D. Dick quoted in Paul Cumings, "Graduation Services at Newbold," BAM 41 (29 May 1936):2.

²G. Baird, "The History Department," BAM 41 (5 August 1936): 9, 10.

taken five years after the division president had announced the actual existence of a senior college.¹

Murdoch, the principal of the college during these years, understood the situation the most clearly of all his colleagues, yet he had to devote much of his administration to the maintenance of the plant and the development of student industries. These were probably necessary, yet he was in the key position to undertake the project of upgrading the college academically and developing its facilities. In a report to the British Adventists he summarized in macro-form what the college required for advanced status. He listed the following needs: (1) a two-year addition to the curriculum, (2) an increase of the student body to 200, (3) an upgrading of the college facilities including residences, classrooms, administrative space, library, dining room, etc., and (4) an increase in the number of faculty.²

He had been able to accomplish very little in satisfying any of these requirements by the time World War II started and effectively ended the possibility of further development. A comparison of the school years 1931-1932 and 1939-1940 based on the four points listed above showed that in the ten years between 1931 and 1940 there was no change in the content of the curriculum for ministerial preparation, although the subjects had been rearranged a little. The student enrollment had dropped considerably (see appendix E, p.419)

¹ NED Min, 16 December 1936, p. 8; 20 December 1936, p. 34.

² W. G. C. Murdoch, "Newbold Missionary College: Encouraging Moments," BAM 41 (20 March 1936):5, 6, and "Newbold College Extension," BAM 42 (2 April 1947):5, 6. In these articles Murdoch elaborated on the problem of restrictive facilities that were hindering development.

The upgrading of facilities included the adding of two student industries--textiles and leather products, as well as the renovation of a part of the main building which gave the college a dining room. However, there had been no permanent addition to student accommodation. There had been no increase in faculty although a large number had obtained advanced level degrees.¹

One of the major reasons for the lack of development was the lack of financial resources of all kinds. There is no evidence that the Northern European Division or the General Conference were prepared or able to provide the considerable capital required to expand the facilities. The greatest problem the college faced in the constant relocation of its facilities was the failure on the part of the administration to select sites that already possessed larger or more easily enlargeable facilities than the site just abandoned. In every move the facilities were either equivalent or more restrictive than those of the previous site. With the constantly recurring paucity of finance, the college, even with the best plans and forecasts prepared, could not and did not have the capability to expand and grow. This underlying restriction hindered the development of the college until the post World War II period.²

¹Evidence for this comes from a comparison of the college bulletins for 1931-1932 and 1939-1940. The secondary department had been strengthened by the addition of modern language and science courses, although the length of the instructional program had been reduced from four to three years. The college program for ministers had been lengthened from two to three years, and a teacher training program had been added after extended and sometimes animated negotiations between the administrations of the college, division, and General Conference.

²Evidence for this viewpoint is found in a study of appendices E and K, pp. 419, 438; W. G. C. Murdoch, "Newbold Missionary College, Blue Ridge Convention Report (Washington D.C.: General Conference

By 1937 and 1938 the administrators were publicly declaring that the college had not attained its goals. In fact, they gave the impression that retrogression rather than progress had taken place. This was in spite of the opening of the Continental department and the introduction of the teacher-training program. In 1937, at an education meeting, J. I. Robison announced that the "only school of junior college rank is the Newbold Missionary College. . . . We hope this school will develop into our first senior college in Europe."¹ In a paper read to a convention of British Adventist ministers, Baird bemoaned the fact thus: "We are rated as a junior college among the educational institutions of the denomination, but there is no junior college in the denomination so poorly equipped as Newbold."² This was probably an exaggeration, but his statement substantiated the view that progress towards senior college status was negligible. He continued by explaining to the ministers the basic problems of the college--confusion over entry level, lack of course offerings, and paucity of facilities.

The Northern European Division committee took two separate

Educational Department, 1937), pp. 198, 199; A. Carey, "A Year of Difficulties and Blessings," BAM 43 (4 February 1938):4; H. W. Lowe, "Notes from the Union President," BAM 43 (29 April 1938):3. The following correspondence also refers to financial problems. G. E. Nord to E. D. Dick, 29 December 1936; E. D. Dick to G. E. Nord, 11 January 1937; J. I. Robison to E. D. Dick, 6 May 1937; RG21 1937-NED, GCAr.

¹W. G. C. Murdoch, Blue Ridge Convention Report, (1937), p. 196. Robison and Murdoch had been sent to the convention at Blue Ridge, Tennessee, as delegates from Britain.

²G. W. Baird, "Raising Our Educational Standards," Report of the British Union Conference Ministerial Institute (Watford, England: British Union Conference, 9-17 May 1938), pp. 239-240.

actions towards the end of the decade that indicated, at best, the serious questions in their minds as to the progress being made at Newbold College towards senior college status. At worst, these actions demonstrated considerable confusion in the administrative attempts to deal with the development of a senior college, as well as real doubts about the wisdom of selecting Newbold College as the proper site for such an institution. Bearing in mind that in 1929 the division had voted to build up the college to senior status, the action taken in December 1938 requesting the division education director to give study to plans "looking forward to the establishment of an advanced educational training school somewhere in the Division," is hard to understand. The second action, taken in August 1939, just a few weeks before the declaration of war, opened with a preamble which on the surface is equally incomprehensible. It reads: "Whereas, for a number of years we have been looking forward to the establishment in the Northern European Division of an institution offering a full senior college course. . . ." ¹ A number of problems can be deduced from these statements. (1) The division appeared to be admitting that it had not given all of its support to the development of the British college throughout the decade. (2) Doubt was cast upon the location of the college as being the right one for development. (3) Doubt was shown as to the ability of the existing faculty and facility to reach the advanced level envisaged. (4) There was a strong indication that the same old problem of a vague definition still plagued the committee. ²

¹NED Min, 7 August 1939, p. 53.

²Ibid. These problems are substantiated in the other sections of this action.

Four weeks later the war put an end to the confusion that prevailed over senior college status. The Continental department was closed, the enrollment shrank, and the military authorities took over the gymnasium of the college. Two years later they had taken the remainder, and the college had left Newbold Revel never to return. During World War II the college administration had more than enough to do to survive, and the issue of senior status became of minor importance. It is possible that the enforced move provided the motivation required for serious commitment, for the postwar revival of the issue led to significantly tangible results.

Before continuing the study of post-World War II progress towards senior college status, this discussion takes up a study of curriculum development, since the instructional program of the college dictates the possibility of development in the other areas.

Curriculum Development

The development of a senior college was closely related to a need for a curriculum that would provide an education for the British church membership and a training for the worker force that could more realistically compete with secular institutions. There was need, too, for a scholastic program that kept up with the rising standards and demands of the people at home and the mission program in foreign lands. As the Northern European Division became involved, there developed a need for a curriculum that would benefit students attending from the Continent and elsewhere.

In order to understand the instructional situation at the college, a brief outline of secular instruction in England is

essential. Before the turn of the century, certainly before 1870, schooling had been provided mainly by religious bodies. The Elementary Education Acts of 1870, 1866, and 1889 laid the groundwork for a national school system with the establishment of school boards, the introduction of compulsory school attendance, the banning of child labor, and the setting of the minimum school-leaving age at twelve years of age.

Thus 1902 was an important year not only for Adventist education in Britain but for the nation as well. The Education Act brought government into education in a realistic way, making possible the development of an organized educational system. More training for elementary teachers was provided, free primary education was introduced, and a strong national system of local elementary schools was begun. More important to this discussion, government became more interested in secondary schools heretofore run almost exclusively by private organizations. Although secondary schooling was fee-paying until World War II, a system of free places or scholarships was established to allow working-class children to receive secondary schooling. Before 1902 between five and six children per 1,000 (approximately .5 percent) who finished primary school were moved into secondary places. By 1921 this figure had reached almost 100 per 1,000 (10 percent), and it continued to rise until World War II hampered development.¹

It is easy to understand the apparently confusing mixture of courses offered by the Adventist college when it is borne in mind

¹David Wardle, *English Popular Education 1780-1970* (Cambridge: University Press, 1970), pp. 131, 132.

that nation wide the dividing line between elementary and secondary schooling had become confused both because of changes in age level and because of the continuing debate as to the proper instructional material for the different levels. Traditionally (the nineteenth century and before) the young children were taught the three Rs: the older ones, the classics--history, ancient and modern languages, and the ability to debate. During the mid-nineteenth century, liberal thinkers introduced broader and more practical subjects at both elementary and secondary levels. Subjects such as geography, English as a live language, mathematics, the sciences, and various vocational subjects made their appearance and became established in the curriculum along with the more classical subjects.¹

It would have been natural for Adventists to ask the question, "What is the school to offer?" when they opened their school in 1902. Was it to be geared to students requiring an elementary level education or to those who had completed elementary school? Alternatively, was the school to offer only secondary level courses? If so, how were the students to be selected? The national school system used the results from final examinations until after World War I when standardized tests were introduced to regulate intake into secondary schools.²

Homer Salisbury and his staff seemed to recognize the problems raised by these questions. The wording of the 1902-1903 prospectus showed a deep understanding and careful planning, taking into account

¹ Ibid., p. 96.

² Ibid., p. 131. Elementary in this context means up to the age of fourteen or approximately eight years of school.

the educational situation in the country at the time. The syllabus offered Bible, history, natural science--subdivided into physiology, hygiene, chemistry, etc., English, language--listed as French, German, Greek, Latin, and Hebrew, mathematics, and music. No academic level was indicated and the approach was to be more the use of individual instruction. There were restrictions, however, as to who could attend Duncombe Hall College. "Students under the age of eighteen [could not] be received unless by special arrangement. Special attention [would] be given to those of mature years, who may not have been in school for a considerable time."¹

The first school administration made an obvious attempt to align the desires and needs of the Adventist community with the educational program in the country. The result was a compromise. The wording of the school calendars through the next three decades indicated a general progression towards a post-secondary curriculum, more in line with the claim made by the institution that it was a college. By 1914 the minimum age restriction had been dropped, but entry tests were given in English, arithmetic, and history. These paralleled the entry tests into public secondary schools, although it was declared that they would be used only to clarify students' standing and would not bar them from entry. The school offered three courses, all of which combined secondary academic subjects with professional courses. Some of the courses were similar to the courses taught in the secular schools and were made up of a mixture of classical and progressive subjects.²

¹Col Cal, 1902-1903, pp. 10-12.

²Col Cal, 1914-1915. pp. 2, 8. Such subjects as history, English

The curriculum for the ministerial course, which was one of the three courses offered, provided a four-year program. As it was structured at that time, it appeared to give the ministerial student the equivalent of an extra year of professional work. This instructional program combined the format of the all-age school and the technical school, both of which were developments in the national school system in the years following World War I.¹

Development of the curriculum continued during the war years. A "junior" department was provided in 1916 for fourteen-year-olds and above. This was strictly a secondary program, offering academic subjects of the so-called progressive curriculum in the lower section. The upper section returned partly to the classics and the mental discipline curriculum prevalent then in educational circles, offering Latin, Greek, Greek and Roman history, and logic.

Students planning to take the ministerial course had to take the subjects offered in the junior department if they had no other entry qualifications.² Students could stay in this department for up to four years, as the ministerial course, which had been reduced to two years, required a minimum entry age of eighteen. It was expected that applicants for the ministerial courses would produce secondary completion certificates of one kind or another. By 1918 the college

Mathematics, science, and modern languages. Mathematics included arithmetic, algebra, and trigonometry. Science included physics, chemistry, and astronomy.

¹ Education in Britain (London: Central Office of Information, 1966), p. 7. See also Col Cal, 1914-1915, p. 8.

² Col Cal, 1916-1917, p. 4. The junior department of the World War I years was the equivalent of the later senior department, while the junior department or school referred to the five-to-twelve-year age group.

had reached, in modern equivalency, the level of a junior college. In 1920 the program was refined further by the addition of an elementary department, or, as Adventists call it, a church school for five-to-thirteen-year-olds. The secondary department had been divided into junior and senior sections capped by three junior college courses--ministerial, Bible worker, and nursing. During the 1920s the church school was placed under the administration of the newly formed normal (teacher training) department and acted as a laboratory school for the new teacher training program.¹

By 1928 the college offered a six-year post-elementary course, the first four years being strictly academic. The last two were a combination of academic and professional courses giving three options --a two-year ministerial course, a two-year Bible worker's course, or a two-year general arts course. For the first time the possibility of offering a four-year college course appeared in the bulletin:

It is the purpose of the management to add two more years collegiate work at as early a date as possible so as to bring the collegiate course up to similar courses offered elsewhere, which lead to the usual degree of Bachelor of Arts.²

It is not known whether this reference was to an English university first degree or to the degree offered by the senior Adventist colleges in North America of which there were six at the time.³

¹ Col Cal, 1919-1920, pp. 11-18.

² Col Cal, 1927-1928, pp. 22. 23. The curriculum as listed for that year offered the best opportunity for advancement to senior status of any annual curriculum prepared by the college.

³ A study of the Seventh-day Adventist Encyclopedia revealed that the following North American Adventist colleges had reached senior status by 1930: Atlantic Union College, MA: Emmanuel Missionary College, MI (Andrews University): Pacific Union College.

One of the major aims of the union and division administrations in this period was to advance the college to senior status. The British Union Conference committee, in gratefully accepting a division decision taken in 1929 to raise Stanborough College to the level of a senior college, recommended that

the College Board plan at once for the provision of such special instruction as will meet the needs of students from the continent, and also for the strengthening of their curriculum with a view to realizing as rapidly as possible the ideal of a Senior College, and that these plans begin to go into effect with the school year 1930-31.¹

One of the major qualifications for a senior college was the offering of a degree level course in at least one area. This objective, however, was relegated to that of secondary importance by the college administration during the years of change from the Park to Newbold Revel. Only minor adjustments were made to the six-year secondary-cum-ministerial program offered through most of the 1920s. In 1933 Murdoch presented a college curriculum to the union conference committee. This was a modification of one recommended by the Northern European Division Winter Council in 1932.² In effect both programs seemed to be a strengthening of the existing Stanborough College curriculum. Instead of 120 units required for graduation

CA; Union College, NE; Walla Walla College, WA; and Washington Missionary College, MD (Columbia Union College). Since the principal (McCready Price) was from North America, the reference was in all probability to these colleges.

¹BUC Min, 21 November 1929, pp. 107, 108.

²NED Min, 7 November 1932, p. 18. See also BUC Min, 8 February 1933, p. 20. By 1932 the secondary and college departments had been merged again making it more difficult to develop a separate four year college curriculum than it would have been in 1927. See appendix H, p. 427.

from the earlier six-year course, the division program called for 145 units, whereas Murdoch planned for 130 units. On paper this was a minor adjustment. Murdoch worked on the recruiting of more qualified faculty and encouraged the faculty to continue with advanced studies of their own in an effort to strengthen this upgraded program.¹

By 1939 the secondary school was separated from the college again, although the total number of years of schooling remained the same. The college introduced a new theology program which was a purely professional program with a three-year course for men and a two-year course for women. Entrance into this new program was by the final examination of the Newbold secondary school or its equivalent.² This equivalent was one of the matriculation diplomas of England or Scotland. In total number of scholastic years this program approached the equivalent of the first degrees offered by English colleges and universities.

In addition to the theological program, the college offered, in 1939, a two-year teacher training program with an entry level of matriculation or its equivalent. The course was designed to prepare teachers for the primary schools of the church and included, besides the Bible and Bible-related subjects, history of education, methods of teaching, principles of education, psychology, physical and vocational subjects, and music. There were other courses offered such as a two-year secretarial course with two years of secondary work as a prerequisite; a music course which was not structured, and two

¹D. C. Beardsell interview with W. G. C. Murdoch, 4 April 1982.

²Col Cal, 1939-1940, pp. 25, 26.

of three vocational courses which were fitted in if required.¹ It is clear from a study of the college bulletins that there was no real attempt to introduce a senior college instructional curriculum by 1940. The delaying factor still seemed to be the inability to raise the entry requirements to the necessary level. This is the conclusion drawn from a study of the development of the college, the secular secondary situation, and the comments of persons who attended Newbold College in the 1920s and 1930s. The problem was complex and the college had to balance various factors against each other. Some factors were: the lack of secondary opportunities available to young people, the desire of mature persons to study for the ministry, the fact that the college was mainly a ministerial training school, the comparison of the college with American Adventist colleges, the comparison of the college with British post-secondary institutions, and finally the demand for higher qualifications.

The war years passed with no curriculum changes except for the addition of a third year to the teacher education program. The number of weekly recitations was increased from forty to sixty-seven. The additional periods were employed in the teaching of content and classical subjects such as Latin and electives from a list including English, history, French, geography, and advanced mathematics. In 1947 the first effects of the 1944 Education Act were seen. An advanced level program was added to the secondary department of the school, although there is no indication that this was made a requirement for entry into the college.² It was not until 1954 that there

¹Ibid., pp. 41-44.

²See Col Cal, 1946-1947, pp. 5, 6, for the additional year in

was any radical change in the course structures. The changes undertaken at the time were as a result of the new plans for a senior college and are discussed together with those plans.

Postwar Progress towards
a Senior College

Many urgent matters had priority in the first years after the war. These effectively postponed any new development towards advanced academic status. At Binfield, the college and union administrations once again wrestled with the problem of adapting to facilities that were not designed for educational purposes. They were trying to cope with shortages due to rationing and government restrictions. Although the Newbold Revel estate was sold for £50,000. 0. 0 in 1946, the basic establishment of the new college had cost over £80,000. 0. 0 by the end of 1947. This did not include the additional properties purchased in an attempt to alleviate the desperate shortage of space. Added to this was the problem of operating the college in the inflationary period following the war.¹ A crippling financial burden for the Adventist church in Britain resulted, and this forced the union committee to seriously consider selling the Binfield properties in 1949 and returning to Stanborough

the theology curriculum. See Col Cal, 1947-1948, p. 10, for the first reference to a Higher School Certificate course on the secondary level.

¹ E. B. Rudge, "Future Plans for the College and Sanitarium," BAM 55 (21 April 1950):6, 7. A study of the British Union Conference minutes for 1947, 1948, and 1949 show that the administration was forced to make a 15 percent base increase to employees' salaries for 1948 and again in 1949, having already increased salaries in 1946 by 5 percent and 1947 by 7 percent--a total increase for the first four years after the war of 42 percent.

Park. During the first three years after the war, the school experienced three different college principals and two business managers.

Due to the war, the British Union Conference had enjoyed a close relationship with the General Conference since 1941. It had indicated in 1946 and again in 1949 that it would prefer to stay in that relationship. The accompanying isolation thus developed hampered cooperation with the countries with which Britain had been affiliated before the war through the Northern European Division, and with whom they had been working for the development of the senior college. The British Adventist constituency was too small to support such development on its own; thus it was only after 1951 when the British Union Conference rejoined the Northern European Division that the opportunity for renewed growth was possible. Consequently, for six years no forward movement was possible, although as early as 1944, Murdoch had prepared an ambitious educational plan which incorporated a senior college for the British Union Conference committee.¹

In 1950 the General Conference committee adopted a set of guidelines governing the upgrading of colleges. A union wishing to establish a senior college was required to obtain General Conference approval by applying through the responsible division. The application was to be accompanied by a detailed inspection report covering the objectives of the institution, financial viability, faculty suitability, and the proposed changes of administration and curriculum that would effect the upgrading. The guidelines warned that no

¹BUC Min, 1 February 1944, p. 9.

upgrading was to be publicly announced until approval had been given.¹

It is possible that these new regulations resulted from an application made by the British Union Conference committee in 1949 for raising the status of the college as part of a package that was being worked out to rescue the union from a crippling financial situation. The plan was extremely complex and depended on so many factors that it was doomed from the start.² The General Conference response to the request was to appoint a sub-committee to study the status of Newbold College in conjunction with other interested parties in Europe. Other than the publication of the set of guidelines mentioned above the exercise was abortive.³

The Northern European Division headquarters returned to Edgware, North London, from Stockholm, Sweden, in 1951. This signaled the revival of interest in the expansion of the college. In April 1951 the division committee appointed a sub-committee to study the feasibility of developing a division-wide senior college at Binfield. This was partly a response to two requests for study,

¹"Raising the Status of Educational Institutions," GC Bulletin, 23 July 1950, p. 231. See appendix L, on p. 442 for the full minute.

²See appendix K, on p. 438 for the details of the plan.

³BUC Min, 12 January 1949, pp. 2-4; GC Min, 25 April 1949, p. 1473 (uncertain page no.) The planning that was undertaken for the return of the college to Stanborough Park was intense. A study of correspondence reveals that emotions and nostalgia played a large part. The planning was extremely complex for it involved not only the relocation of the facilities at the Park but the removal of the sanitarium, the senior status issue, and the campaign by the British Union Conference to remain outside the Northern European Division. The plan foundered on the failure to sell the Binfield properties. See for example E. B. Rudge to W. E. Nelson, 14 February 1949, RG31 1949-BUC; G. D. King to E. D. Dick, 2 March 1949, RG21 1949-BUC; E. B. Rudge and others to E. D. Dick, 21 March 1950. RG21. 1950-BUC, GCAR.

one from the British Union Conference committee which was seriously searching for a solution to the heavy administrative burden of the college; the other more as a mandate from the full Northern European Division Winter Council meeting in Denmark a few weeks previous.¹

The sub-committee made its report in July 1951, having concentrated on two aspects of development. The first of these was an upgrading of facilities. This included the transfer of funds already allocated for a new men's residence to the construction of new faculty homes, thereby releasing Popeswood Lodge and Egremont for additional accommodation for young men.² It also called for the construction of an administrative block which could house a chapel, library, and classrooms for approximately 200 students. The second aspect was more far-reaching. It dealt with the control of the college. It recommended a revision of the Board of Governors, which heretofore had been entirely British, by increasing the number from fifteen to twenty-two, with the additional seven members being division committee members from outside the British Union Conference. The report briefly mentioned the curriculum, suggesting that the principals of the junior colleges in the division coordinate their

¹Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia, rev. ed. (1976), s.v. "Northern Europe-West Africa Division;" NED Min, 18 April 1951, p. 29; BUC Min, 24 April 1951, p. 33; E. B. Rudge, "Future Plans for the College and Sanitarium," BAM 55 (21 April 1950):2, 7. The union and the division separately appointed sub-committees, but as they were almost identical they worked together and produced the same report for each organization. The members were A. F. Tarr, G. A. Lindsay, E. B. Rudge, G. D. King, M. Hamilton, W. W. Armstrong, A. H. Thompson, W. R. A. Madgwick, J. A. McMillan, A. Carey.

²The young men waited until 1963 for a residence of their own. See p. 373.

offerings, and it ended by recommending September 1952 as the opening date for the senior college.¹

Although the time was premature and the plan was subsequently revised, the report of the committee was the first real evidence in twenty years of careful, systematic planning--as was clear when an analysis of the needs of a senior college was undertaken. An important consequence of the report was its acceptance by the British Union Conference administration who signalled their willingness to cooperate in the joint development. They did this by recording the report of the sub-committee in the British Union Conference minutes.²

In two separate meetings of the educators within the division over the next eighteen months, the details of the changes and developments that would be required for a senior college were worked out. A constitution for a division senior college was presented to the division committee in December 1952 and accepted.³ A decision was also taken to establish the senior college in England, obviously at Newbold College because, although the action does not list the name, the constitution document bears the title Newbold Missionary College Constitution. Negotiations took place between the Northern European Division and the British Union Conference which cared for the official transfer of administrative control of the college from the latter to the former.

The two parts of the transaction are quoted here because the wording indicates an apparent difference in comprehension of the

¹NED Min, 4 July 1951, pp. 78, 79.

²BUC Min, 6 June 1951, pp. 64. 65.

³See appendix O, p. 461.

matter of college ownership, both in 1952 and in future years. The Northern European Division recommendation reads:

In as much as it is felt by all concerned that the most suitable place for the operation of the Division Senior College is the British Isles and in harmony with the programme envisaged for the development of such a Senior College at the time of the first Annual Council of the reorganized Northern European Division held at Skodsborg in December 1950, we now recommend to the British Union Conference that they co-operate in the establishment of the Division Senior College on the basis of the Constitution and Working Policy as set out hereafter.¹

The British Union Conference response came in the form of a letter from the president which was presented to the division committee and recorded in the following manner:

That we record the receipt of a letter from the President of the British Union Conference dated 6th January 1953 conveying,

1. The acceptance by the British Union Conference of the plans for the establishment of a Division Senior College.
2. The decision of the British Union Conference to pass over to the Northern European Division the control of Newbold Missionary College on the understanding that it shall be administered in harmony with the Constitution and Working Policy as adopted by the Northern European₂ Division Executive Committee at Skodsborg, December 18, 1952.²

The wording indicates that the British Union Conference was under pressure that forced it to surrender its college, without any material reimbursement, on the basis that the interests of the

¹ NED Min, 18 December 1952, p. 176.

² NED Min, 8 January 1953, p. 5; BUC Min, 1 January 1953, pp. 8, 9. The union minutes state that the acceptance was taken "after careful consideration and free discussion." Ownership, according to the first constitution, was held by the British Advent Missions Limited, the successor of the Seventh-day Adventist Union Limited which was the legal body of the Adventist church when the college was first registered in 1906. This clause was dropped from later versions of the constitution and ownership was transferred to World Wide Advent Missions Limited, the legal body of the Northern European Division.

British students would be protected, a protection that was steadily reduced in the next twenty years as the college became truly internationalized.¹ The Northern European Division, on the other hand, tended to consider only the benefits of a division-administered senior college to the European Adventist church as a whole, feeling that it was not in the ultimate taking anything away from the British church.

The division took over administrative control of the college in March 1953 and proceeded forthwith to strengthen the faculty and augment the facilities with the objective of opening the 1953-1954 school year as a division senior college. The division administration ranged widely in drawing in the most qualified men in the region. This included men such as the principal of the Dutch Adventist school, Philip P. Schuil, to serve as dean and registrar, V. N. Olsen from the Danish school as Bible teacher, and W. L. Emmerson, on a part-time basis, from the Stanborough Press to teach archaeology and church history. They requested teachers from North America such as Paul T. Gibbs from Michigan for English, William R. French from Arizona for Bible, and Kenneth L. Vine from New York to teach history.²

¹Compare No. 1 of Section Two, and No. 1 of Section Three, NED Min, 18 December 1952, p. 177, with "Newbold Missionary College Constitution," NED Min, 4 December 1956; "Newbold College Constitution Amendments," NED Min, 3 June 1957, p. 36; "Membership--Newbold College Board," NED Min, 18 April 1966, p. 63; "Newbold College Constitution--Revisions," NED Min, 8 April 1968, p. 46. It will be seen in such a comparison that the British Union Conference representation on the board started in 1953 with thirteen out of a total of twenty-four members. This had dropped to four members on a board of twenty-one members in 1968. The current (1980) representation is three in a total of twenty-eight members.

²Schuil was an Englishman from Newcastle, who had spent a

Achievement of Senior Status

The Northern European Division journal, Northern Light, carried the following headline on the front page of its August 1953 number: "Division Senior College Opens September 15, 1953." It was an accurate forecast, and it announced the achievement of a goal that had taken twenty-four years from the first official announcement almost forty years from the first administrative considerations regarding the possibility of advanced education. The opening exercise did not appear to be too different from previous college opening days. Madgwick was principal and would be for another year. The division president, who was the new college board chairman, was absent, as was the vice-chairman, the union president. Many of the official visitors had familiar faces. There were three or four new or returning faculty, the others were the same. Most of the students were still from Britain, although there were representatives from twenty-one overseas countries. The physical plant was the same except for "Parkham," the new property purchased in the summer of 1953.¹

The basic problems were still the same for the division administration as they had been for the union conference. They had the added complexity of international representation on the board, with the natural and varied national interests that needed to be protected

number of years teaching on the Continent. He returned to Newbold in 1953 and remained there until his retirement in 1973. Olsen came to Newbold in 1954 and remained for twelve years. French came in 1953 and remained for a few turbulent months. Vine, another Englishman, did not accept the appointment.

¹W. R. A. Madgwick, "The Division Senior College Opens," NL 3 (November 1953):1, 2. It is interesting to note that the year that the college achieved senior college status coincided with the coronation of the new British monarch, Queen Elizabeth II.

and catered for in the college itself.¹ The financial problems were still so acute that soon after taking over the college, the division committee discussed the possibility of returning to Stanborough Park, with the active encouragement of the General Conference administration who realized that the division would be in a much stronger position than the British Union Conference to appeal for financial support from North America for the expansion that was essential if the college was to achieve its objective. Requests for initial development of almost \$160,000 had already been made by the division, and it asked for another \$60,000 soon after opening day.² The administrators of the division and General Conference saw an opportunity to avoid such heavy capital development costs, if facilities at Stanborough Park became available. The result of the discussion, however, was a clear mandate from the division committee to "now regard Bracknell as the permanent site for the Division Senior College," and a determination to provide the facilities, curriculum, and faculty necessary for a successful senior college.³

The college administration concentrated on the development of the three areas: facilities, faculty, and curriculum. The search for

¹See the first Newbold Missionary College Constitution, appendix O, p. 461.

²A. F. Tarr and G. A. Lindsay to G. L. Torrey and W. H. Williams, 31 August 1952; A. F. Tarr to C. L. Torrey, 20 October 1953, RG31 1952- and 1953-NED Officers, GCAr.

³NED Min, 26 August 1953, pp. 71-72. The initial attraction was the possibility of the sanitarium closing, thus leaving a large building unused. It was discovered, though, that any move would entail a substantial outlay of funds. This, together with a reluctance by the British Union Conference to have the college return ended the discussion. See A. F. Tarr to W. H. Branson, 7 April 1953, RG11 NED-1950 to 1959, GCAr.

faculty began in 1953 and continued into 1954 when the principal left for North America. Once again began the difficult struggle to obtain a replacement--culminating in a memorandum to the General Conference pleading for sympathetic support for the new college and its needs. Walter I. Smith was appointed principal, the first American since Wood, twenty-five years earlier. A number of other faculty members were appointed. One was B. J. Kohler as business manager. He had worked in the college industries between the wars; he did not accept the appointment. Another was A. John Woodfield, from the Stanborough Secondary School, as head of the English department. He accepted and stayed until his requirement in 1983.¹

Academic Problems and Solutions

One of the major areas that directly influenced the achievement of senior status was the development of the instructional program. The administration had to develop a curriculum that would provide students with an acceptable and recognizable certificate upon the completion of their studies. This applied primarily to the theological program, but inherent in the concept of a senior college was the inevitable addition of equally acceptable alternative study programs. As noted earlier, the options available at the time of transfer to division control were a three-year ministerial course

¹ NED Min, 5 June 1954, pp. 50, 51. Woodfield was a 1939 graduate of the college. He earned a Bachelor of Arts, Honors, degree in 1945 at London University. He taught at the Stanborough Secondary School from 1941 to 1954, the last eight years serving as headmaster. In 1957 he earned a Master of Arts degree, and in 1961 completed a Doctor of Philosophy degree, both at London University, in the field of English language and literature. He taught at Newbold College from 1954 until 1983. See Woodfield questionnaire, Personal File. Kohler did not come to the college and A. W. Lethbridge, who had been business manager from 1950, continued to 1959.

and a two-year post-advanced level certificate teacher-training program.

With the beginning of the 1955-1956 college year, the theological course was lengthened to four years and the American credit system was introduced in fulfillment of the affiliation agreement. Students completing this course received a Newbold College Theological diploma and a Washington Missionary College Bachelor of Arts degree. There were several differences between the four-year course and the previous three-year ministerial training course: (1) students now had to complete foundation courses in English, history, and science; (2) students could complete studies in a subsidiary area of emphasis such as history or music, and (3) students could take one or two hours of elective subjects. The two-year religion course for women which had been offered was revised according to the new subjects taught in the religion department. In addition, the teacher training, business, and secretarial courses continued as before. The college also continued operating a secondary department.¹

Changes that were made in the academic structure in the 1950s and 1960s included the closing of the secondary department and the deletion of the teacher-training program both in 1959. By 1965

¹Col Cal, 1955-1956, pp. 22-25. See also the Affiliation Agreement, appendix N, p. 450. The two documents differ in the number of credit hours for the theology (religion) course. The year was divided into two terms which were the equivalent of semesters. The affiliation document required sixteen credit hours per term, or a total of 128 hours; whereas the 1955-1956 college bulletin listed forty hours per year or a total of 160 hours. This discrepancy was rectified in later bulletins in favor of the lower figure. Col Cal, 1965-1966, pp. 34, 35. One of the curricular friction points was the insistence by Columbia Union College that American history be a compulsory subject. This problem was solved in the 1970s by the acceptance of alternative national history studies.

the college program had grown to seven departments, two of which offered Bachelor of Arts degrees as major areas and three others as subsidiary areas. The departments included business and secretarial science, education, English, history, music, science, and religion (which included theology and Biblical languages). In 1968 music was added to the subsidiary subjects offered for the Bachelor of Arts degree, and by 1970 it was offering a two-year diploma course in music, a certification recognised by the schools of music in London.¹

The search for an acceptable set of entry-level requirements into the college program was undertaken, and it was found to be a deep and long-lasting problem. The administration had to consider the secondary-education termination points and the secular college/university entry requirements of all the countries to which the college was officially catering. These included Britain, the British and ex-British territories, the Netherlands, the Scandinavian nations, and Poland. One complication was that most of these countries had one level for secondary-school leaving certificates and another for university preparation. What compounded the problem even further was that university preparation was not on exactly the same level in each country. For example, the British required two years, while the Swedish had a three-year program. The other nations had variations of these levels.

Along with the need for a standardized yet competitive entry qualification, the administration had to find a solution for the question of recognition. With the church advertising a senior

¹ NC Min, 22 October 1958, pp. 122, 124; Col Cal, 1965-1966, p. 9; 1970-1971, pp. 18, 19.

college providing a full four-year program in at least one discipline, it became essential to establish identity and credibility, as much within the church as with the general public. London University was selected as the university most likely to offer some form of recognition. It was probably chosen (1) because Murdoch had worked with the university in a limited way before World War II when he made arrangements for students to write some external examinations, and (2) because the university was well known on the Continent and liable to wider acceptance by the Adventist church on the Continent than other lesser known British universities. Schuil interviewed the registrar of London University in 1954 with the with of working out some arrangement for affiliation. He discovered that a link with the university through its external program was the only possibility, and this required a curricular emphasis which Newbold College was not prepared to accept. The level of preparation required was also more competitive than that being considered for the college. Another alternative, that of attempting to establish an individual identity and seeking a government charter to issue degrees and diplomas, was found to be beyond the ability of the college.¹

¹P. P. Schuil to D. C. Beardsell, 1 October 1982, Personal File. The administrators of the Adventist schools in the division met in Sweden from 16-19 April 1952, and one of their recommendations was that Newbold College arrange the curriculum in such a way that students could take courses offered by London University externally in conjunction with the college program at Newbold. See NED Min, 17 July 1952, p. 59. This was identical to a program being developed in the same year between Helderberg College and the University of South Africa. Arthur J. Raitt, who had studied at Stanborough College from 1920-1924 and later graduated from the Adventist Seminary at Collonges-sous Saleve in France, taught at Newbold College from 1931 to 1946. He was transferred to Helderberg College in 1946 as dean and registrar. He was the major force in the relationship established between Helderberg College and the University

Solving the Affiliation Problem

The alternative was to seek an affiliation with an American Adventist senior college that was already accredited by a public certifying body. The need for recognition had become critical. Potential students from Britain and from the Continent were staying away and attending secular institutions of higher learning or finding their way to Adventist colleges in North America in increasing numbers.¹ Nationalism was playing its part in discouraging young people from attending an institution that was not only unrecognised but was in many ways inferior to the schools of the Adventist church in their own countries, some of which offered university entrance programs. There was also the need for a controlling standard that would govern output by administration and faculty, and academic achievement by the students.²

of South Africa, which in 1953 resulted in the first Bachelor of Arts degrees being issued at that college, in a program that protected the Adventist church in its educational philosophy while at the same time upholding the high academic standards of that university. It was his belief that a college should reflect the educational environment of the country in which it is established. It has been noticed that the two colleges closely paralleled each other in their post-World War II development, although Helderberg College was more successful in finding a local solution to the problem of recognition and affiliation. Olson related the story that L. Mark Hamilton, the division education director, approached the British government regarding the possibility of a charter. He was directed to return in one hundred years. The difficulty of local affiliation or recognition is confirmed by Madgwick and others. W. R. A. Madgwick to D. C. Beardsell, 20 March 1983, Personal File. There was also the problem of nationalism that made a non-European affiliation attractive as a viable alternative.

¹L. Mark Hamilton, "Report of the Department of Education," NL 4 (February 1954):5; E. B. Rudge to R. R. Figuhr, 5 August 1954, RG11 1950-1959-NED, GCAr.

²Memorial from Northern European Division to the General Conference, 23 September 1954, RG31 1954-NED, GCAr. This document links the urgent need for facility development to the equally urgent

The General Conference Committee assigned the task to its education department of investigating the possibilities of affiliation in response to a division request for advice. Thus the central office of the Adventist church became involved in the planning from the early stages. The draft proposal for affiliation was drawn up towards the end of 1954 by General Conference and division educational personnel and presented to a combined meeting of the Northern European Division committee, the Newbold College board, and the college faculty. It was discussed fully and voted upon by the full group on January 10, 1955. The request was sent to the General Conference committee that Newbold Missionary College be permitted to affiliate with Washington Missionary College along the lines of the proposal that was attached. The General Conference committee approved the draft affiliation agreement in May 1955 which came into operation with the new college year.¹ No record has been located giving any reasons for selecting Washington Missionary College. It is suggested that the General Conference education department encouraged the relationship for reasons of proximity and its traditional interest in the college.²

problem of affiliation. See P. P. Schuil to D. C. Beardsell, 1 October 1982, Personal File; NED Min, 24 November 1953, p. 141, for the first authorization to seek affiliation with an American College.

¹GC Min, 12 May 1955, p. 331; Washington Missionary College Quarterly Board Minutes, 13 June 1955, p. 1. The Washington Missionary College Board had appointed a committee earlier in the year to act as a negotiating body. Quarterly Board Minutes, 1 March 1955, p. 3. See appendix N, p. 450 for the full affiliation agreement.

²Washington Missionary College was renamed Columbia Union College in 1961. It originated as a training school established directly by the General Conference administration in 1904. It

The affiliation agreement attempted to solve the problem of entry-level requirements. Admission to the programs to be offered under the affiliation agreement was to be by the presentation of the English General Certificate ordinary level in five subjects, one of which was to be English, or the certificate of an equivalent examination. This solution raised a number of problems that formed the basis of numerous academic discussions, for it did not embrace the differing secondary-completion and university-entry levels in the various national education systems. The answers to these problems developed slowly over the next two decades with the final solutions being less precise and containing more alternatives. They included the giving of college credit for studies taken in advanced levels of the secondary schools in disciplines acceptable to the college.

The agreement called for a four-year trial period, after which a review would take place. If both parties were satisfied, a new agreement would be signed--a process to be repeated every four years. This procedure has been faithfully carried out until 1983, the most recent agreement being signed on June 1, 1982.¹

developed into a seminary for training foreign missionaries. It resumed the status of a liberal arts college operated by the Columbia Union Conference in 1914. Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia, rev. ed. (1976), s.v. "Columbia Union College."

¹See the 1982 agreement contract in Personal File. P. P. Schuil was the registrar at the time of the original signing. He commented that affiliation affected Adventist education in the Northern European Division more than any other decision--it widened fields of study, forced adherence to curriculum, raised the educational standard of faculty, and attracted students from all over the world. P. P. Schuil to D. C. Beardsell, 1 October 1982, Personal File. Madgwick commented that it took some time for the new four-year theological curriculum to surpass in quality the three-year program that it replaced at the time of affiliation. W. R. A. Madgwick to D. C. Beardsell, 3 April 1982, Personal File. Because

Expanding the College Facilities

The college administration concentrated on three areas in its efforts to establish the senior college. These were faculty, curriculum, and facilities. The facilities were inadequate and lacked the modern conveniences that were expected of a senior college. It is suggested that Smith's experience in senior college administration enabled him to select and develop the essential facilities, and to introduce plans for others that were added after his departure in 1956. Funds previously appropriated for a dormitory were used to purchase ready-built properties in 1955 that were adapted for faculty and married student accommodation. Faculty homes were built or completed, including the principal's new home.¹

Construction plans were drawn up in 1955 for a new administration building to be sited in the field that separated Moor Close from Egremont, two of the original college properties. This was the first major edifice to be erected since the construction of the main college building on Stanborough Park in 1910. In addition, it was the only building to be constructed specifically for academic and

Newbold College has formed a close relationship with Andrews University in its attempts to develop a graduate area of religious and theological studies, the administration considered that an undergraduate affiliation with Andrews University would simplify academic administrative procedures. Consequently negotiations have been carried out, and an agreement of affiliation between Newbold College and Andrews University came into effect June 1, 1983. This agreement linked the undergraduate section of Newbold College to the Andrews University College of Arts and Sciences, thus ending the successful and fruitful relationship with Columbia Union College that lasted for twenty-eight years. See the affiliation contract between Andrews University and Newbold College, Personal File.

¹W. I. Smith, "Newbold Missionary College," NL 6 (March 1956) :3; NC Min. 28 October 1954, p. 1; 1 December 1954, p. 15. The name of the principal's residence was originally Oaksleigh.

administrative purposes since the college opened its doors in 1902. The 1910 building housed residential accommodation and dining facilities besides the academic areas.

Construction started in 1956 and was completed in time for the opening of the 1957-1958 school year. Estimating from the tender accepted by the board, the building cost approximately £125,000. 0. 0 (approximately \$300,000). It housed the administrative offices, library, classrooms, and assembly hall/chapel, and was considered by some to be one of the more efficient and attractive administration buildings in the Adventist educational system worldwide at the time it was built. It was named Salisbury Hall.¹

During Smith's administration the two oldest buildings, Moor Close and Binfield Hall, were remodelled internally--as were Popewood Lodge and Cross Ways--in attempts to more adequately house students and faculty and to provide more efficient instructional facilities. The new building relieved the pressure on Moor Close, allowing it to become solely the ladies' residence, except for the self-contained dining facility. This relief for the young ladies pointed up the serious need for men's accommodation, the funds for which had been diverted in 1951 to purchase other properties. Additional temporary accommodation was provided by the purchase of an ex-military hut placed adjacent to Binfield Hall in a move that was reminiscent of the wartime facilities at Packwood Haugh. The additional

¹NC Min, 17 November 1954, p. 3; 27 February 1955, p. 12; 10 April 1956, p. 50; G. D. King, "News Flash," NL 7 (December 1957):8. There was an attempt to copy some of the features of Nethery Hall, Andrews University. A second building which was custom built for the specific purposes of instruction and administration was opened in 1983. This building houses the graduate departments of the college.

residential facilities, though still not satisfactory, permitted the enrollment for 1958-1959 to surpass the 150 mark for the first time since 1925-1926, the peak period of the Stanborough Park era.¹

The next major building to be constructed was the men's residence. The administration started planning for the building early in 1961, but in contrast to Salisbury Hall, the lack of funds first restricted the size of the residence and then delayed the start of construction until 1962. The building was completed early in 1963 at a cost of approximately £90,000. 0. 0 (\$220,000) and was named Keough House in honor of George D. Keough, the long-time British missionary and college professor. It was built to accommodate approximately 100 young men.²

The farm manager's cottage was built during this period, but there was no major building until the gymnasium/auditorium was erected in 1970-1971, followed by the library in 1974. It is interesting to note that relatively little construction has taken place in the history of the college, and most of what has been constructed has taken place in the last three decades.³

¹NC Min, 22 October 1958, p. 121. After 1963 the hut was used to house married students whose numbers increased to such an extent that accommodation facilities had to be provided. By 1960 twenty-five married students were enrolled. This number had increased to fifty-five by 1980. NL 10 (November 1960):3. See enrollment table, appendix E, p. 422.

²NC Min, 10 January 1961, p. 17; 22 March 1961, p. 33; 12 October 1961, p. 55; V. Norskov Olsen, "Newbold College Opens New Men's Dormitory," RH 140 (18 April 1963):18. The administration briefly considered selling Winton Croft, presumably to raise funds to finance the construction of Keough House. The design of the twin floor men's residence includes a unique and attractive octagonal unit which is also a two-storey construction, the upper room providing a lounge which also serves as a chapel, and a lower room which provides recreational facilities.

³A new building to house a theological seminary was constructed

Moves towards the Introducing of Graduate Studies

One of the major developments in the 1960s was the move towards the offering of graduate studies at Newbold College. This was a natural development after the attainment of senior-college status on the undergraduate level, and the provision for affiliation, accreditation, and recognition, at least within the Adventist church around the world. It was also a response to the demand within the church for higher qualified personnel. The four-year undergraduate education given to ministerial workers by the various senior colleges of the Adventist church was seen to be a preparatory course leading to studies at the Seventh-day Adventist Theological Seminary which offered the professional degree for the ministers and Bible teachers of the church. In effect, this was the direction selected by Newbold College when it sought affiliation with and accreditation through an American college. The college and church administrators as well as students in the geographical area served by the college, soon recognized that graduates from the four year course at Newbold College were not professionally prepared for employment. These students were finding their way to the Seminary, either by sponsorship from their local prospective employers or on their own initiative. Such a method of providing graduate education was expensive in terms of both finance and personnel. The costs of sending students to the Theological Seminary in North America were somewhat higher than sending them to Newbold College, and there was always the real danger of the loss of the student to the attractive offers of the North American church.

in 1982-1983. It was sited between the library and gymnasium.

Extension Schools

In the 1960s the Newbold College administration sought to provide graduate study for its students by employing a system being developed by the Seventh-day Adventist Theological Seminary at Berrien Springs, Michigan.¹ In the 1950s the Seminary started a program of intensive summer school studies on selected senior college campuses in various parts of the world. Seminary professors were sent to these campuses to lead out in the instruction. The course work was prepared and given in such a way that successful students could accumulate graduate credit from attending these extension schools.

One of these extension schools was conducted at Newbold College June 1 to July 10, 1959.² A six-week summer field institute had been conducted by the Theological Seminary eleven years previous to this in the summer of 1948. Its purpose, however, had been different, and there is no evidence that the intention was to provide formal class work either on a graduate or undergraduate level.³

The six-week Seminary Extension School conducted in 1959 was planned and taught with an academic purpose in view. The subjects that were offered carried credits that could be used by students for either graduate or upper level undergraduate credit. The courses

¹Schwarz, p. 491; Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia, rev. ed. (1976), s.v. "Andrews University, Part III, IV," The Seminary moved from Washington to Berrien Springs, MI., in 1961.

²W. G. C. Murdoch, "The Seminary Extension School," NL 9 (August 1959):1-3.

³Schwarz indicates (p. 489) that the first extension schools were held to train the ministry in modern evangelistic techniques and to confute charges of Adventist errors left by Conradi and his followers. See also R. D. Vine, "Summer Seminary in Britain," RH 125 (23 September 1948):15, 16.

were taught by Murdoch, R. Allan Anderson, and Arthur L. White. They were assisted by the British theologians, John A. McMillan and Walter L. Emmerson, and church administrator, John H. Bayliss. Students attended from Britain, Holland, Finland, and Germany.¹ The Theological Seminary had selected Newbold College as one of two venues for the extension schools because it was a convenient location and contained the necessary facilities, not because Newbold College was considering a graduate program. The 1959 extension school did provide, however, a prototype for a regular system of annual extension schools envisaged in 1964 by the college administration.

In 1963 the Theological Seminary and Northern European Division planned another summer program for 1964.² In June of 1964 the college board of governors gave study to the proposal of the administration to make the summer extension school program an annual event on the graduate level with a definite objective of working towards a Master of Arts degree in religion. The proposal was approved and passed on to the General Conference and Andrews University for study. Andrews University then formulated a program which offered annual university extension schools as part of the Newbold College instructional program. Students would be permitted to earn all but the last twelve quarter credit hours towards the Master of Arts degree in religion on the Newbold College campus. The areas were later extended to include history and English. The university made one major stipulation--the last quarter of the student's study program

¹W. G. C. Murdoch, "The Seminary Extension School," NL 9 (August 1959):1-3.

²NC Min, 28 November 1963, p. 108; NED Min, 27 February 1964, p. 31.

must be taken in residence at Andrews University.¹ The extension school has operated successfully from the summer of 1965 providing an opportunity for many Adventist church employees in the Northern European Division who otherwise would have been unable to do so to earn Master of Arts degrees.

Other Plans for Graduate Studies

The extension school program also provided a context for the consideration of an internal graduate program at Newbold College. Discussion commenced in 1969 when a study group was appointed by the division committee.² Detailed discussions were carried on among the college, the division, the General Conference, and Andrews University during 1970 and 1971. A preliminary result of the discussions was the introduction of a post-college "fifth-year" for ministerial students in 1971. The discussions widened to encompass the concept of a theological seminary for all of Western Europe. This included the possibility of an arrangement with Andrews University to

¹ NC Min, 30 June 1964, pp. 112, 123, and 21 September 1964, pp. 125-128; NED Min, 22 July 1964, pp. 109, 110; 17 November 1965, pp. 244-247. There was considerable correspondence on the subject-- of which V. Norskov Olsen to Richard Hammill, 24 September 1964, Microfiche File, Education Department, GCAr, is one sample. See appendix R, p. 476 for the memorandum prepared by Andrews University in 1964.

² NED Min, 1 December 1969, p. 211. The sub-committee consisted of the following: B. B. Beach, chairman, R. E. Graham, secretary, W. E. Aittala, A. H. Brandt, G. L. Caviness, J. F. Coltheart, W. D. Eva, N. Heijkopp, O. Jordal, A. Lohne, J. Madsen, J. Paulsen, D. S. Porter, B. E. Seton, R. Unnersten. A smaller group selected from the above-listed persons formed a standing committee to work out the details. This sub-committee reported in favor of introducing an additional year beyond the four-year Bachelor of Arts program offered by the college. Meanwhile, the General Conference had appointed a committee to study the possibility of establishing a theological seminary in Europe. The interests of the college and division administration turned in that direction.

offer a Master of Divinity degree at Newbold College which would require the development of new academic and facility master plans, which in turn would lead to the construction of new courses, facilities, and the further upgrading of the faculty.

Discussion, negotiation, and planning took a major part of the next decade and resulted in a General Conference action in 1982 establishing a seminary for Europe at Newbold College. The details of this planning are outside the study of this project, except to conclude that the progress of the college from 1927 and perhaps even 1915, although often lumbering and tedious and sometimes even retrogressive, led to this event. It is anticipated that one day the college will take its place in actuality as the Seventh-day Adventist Seminary in Europe.

Summary

This chapter gave a historical outline of the college during the postwar period of development in order to prepare the reader for a clearer recognition of the reasons for the successful movement towards senior status as compared to the lack of progress in the prewar period.

The chapter continued with a detailed discussion of the development towards and the achievement of senior college status. The study has revealed that it was a much longer period than previously thought. It has shown that although the attempts to raise the academic level of the college before World War II were apparently abortive, they made a major contribution to the postwar attainment of senior status, an achievement which placed the college on the same

level as the other senior colleges of the Adventist church around the world. This was a position that could and should have been reached two decades earlier had the same careful planning and support been available to Newbold College as was available to those Adventist colleges that originated about the same time as the British college yet had progressed much faster towards senior college status.¹

The study concluded with a short summary of the efforts made by the college towards developing a graduate program which has become an essential factor in the training of Adventist ministers, as well as a sought after feature in the advanced education for other professions and vocations. A detailed study of graduate school development at Newbold College would be a profitable continuation of this study once it has become clear that what is offered at the college is what is required and desired by the constituency of the college.

¹See footnote 3, p. 352 that lists the Adventist senior colleges in 1930.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study has been to examine five administrative issues as they related to the development of Newbold College. These were: (1) the founding of the college, (2) the relocations of the college, (3) the influence of internationalization, (4) the effect of World War II, and (5) the achievement of senior status. The documentary method of research has been employed, making it possible to present a historical outline of the college as a setting for the study of these issues. Because the main objective of the study is the analysis of the above issues, the historical narrative is not complete. It is recognized, however, that this study presents, as of 1983, the fullest historical account of Newbold College that is available. Previous attempts consisted of brief chapters in more general historical works.

When research was begun, it was feared that resource material would be insufficient and difficult to locate. The fire which gutted the editorial office and archives of the Stanborough Press in Watford, England, on January 3, 1964, had heretofore limited serious research in most areas of British Adventist history. A large portion of the historical records of the British church stored in the annex of the Press were totally destroyed. It was satisfying to discover, in spite of the disaster, that numerous documents were still available

in the British Union Conference office, and these proved invaluable to the success of this study.

The basic research source for this study, however, was the Archives of the General Conference of Seventh-day Adventists, Washington, D.C. So much material was located there that the losses due to the Press fire were largely neutralized. The quantity and quality of source material found in the General Conference Archives was remarkable and, in essence, made this project possible. Especially valuable were the complete libraries of European and British Adventist journals and the files of correspondence between the General Conference officers and the British Adventist church and college administrations.

The study limited itself to researching, defining, and analyzing of five issues. Three of these were topical: (1) the frequent relocations of the college, (2) the metamorphosis from a localized training school for the British Adventist church into a missionary-minded and internationalized advanced institution of learning for both Britain and large parts of the European continent, and (3) the attainment of senior college status. These were studied together with two historical issues: (1) the founding of the college and (2) the influence of World War II, both of which were found to be essential to an understanding of the three topical issues. The beginnings of the college had within them the basic elements that led to relocation, inspired internationalization, and encouraged continual development. On the other hand, World War II acted as a limiting factor. It brought changes and even termination to various aspects of these issues. The rewarding feature in researching these five issues is

that though they can be readily studied in isolation, they are five cords of the same rope, interlacing with each other and influencing one another as the college developed. This inter-relationship made possible the comparisons and the study of relationships between them. The fact that these issues were so prominent and inter-relational provided adequate and satisfying material for this study. Other issues of no less importance which need further research are, for example, the recruitment of faculty, the influence of the struggle to finance capital development and operating costs, the importance of literature salesmanship to the development of the college, the development of the curriculum, the development of the graduate program in the 1970s and 1980s, and the effect of the post-World War II American influence on Adventist higher education in Britain and Europe because of affiliation with an American college.

Conclusions

A number of conclusions were arrived at from the material researched for this study, including several which have new implications for the history of Newbold College in that they expand certain areas of knowledge beyond what was previously known. These conclusions are discussed briefly.

The Founding of the College

Research has indicated that there were attempts to provide some type of formal education within the British Adventist church as early as 1887. Although these attempts appeared to be sporadic and temporary, they served to educate the British Adventist membership in the advantages and even the necessity of providing an educational system

for the youth of the church. By 1900 the membership was ready to vote unanimously for the establishment of an Adventist training college. The establishment was successful because (1) the General Conference officers were enthusiastic supporters of the project; (2) they appointed as administrator one who was an educator, who had studied for a year in England, who had travelled extensively, and had worked for the church overseas; (3) local interest remained at a high level of support, particularly during the critical early years in London; (4) the students, most of whom were mature persons, were serious about their desire to learn and were prepared to work within the facilities as they found them.

The Relocations of the College

Another of the important developments of this study is the realization that the frequent relocations of Newbold College have had important consequences for its development. Some of the consequences were not recognized when the moves took place, nor have they been easily apparent through the history of the college, yet they need to be taken into account. The materials researched have yielded evidence that indicates that successive administrations have been aware of these ever-present though hidden implications.

One major "hidden" consequence of this constant moving is a paradox for it reveals the reverse of what the various administrations believed they were accomplishing. If a relocation had really accomplished its objectives, further moves would not have been required. It seems strange that successive administrators did not become aware of the problem, namely that the facility to which the college moved

each time was either of the same or a reduced capacity as the one being vacated. On the surface this was probably noticed, but in the fervor of optimistic planning, most administrators ignored it in the belief that new or enlarged facilities would soon be forthcoming. Only on Stanborough Park did it prove to be the case. Essentially only one building existed at Newbold Revel and this was not extended until 1938, and then only to the extent of renovating an existing extension as a dining room. The enforced move to Packwood Haugh, though a special case in a sense, severely restricted the current operations of the school and actually reduced capacity. The site at Binfield was also restrictive: (1) It was intended as a permanent location and was selected without intense external pressure as the union administration had been preparing for two or three years for a possible change. Thus there certainly was time to consider all the implications of the move. Despite this, relatively small, cramped properties were purchased. (2) The available facilities allowed no expansion at all and depended entirely on adaptation and immediate construction of new buildings. (3) Contrary to Newbold Revel and Stanborough Park where sufficient land was available, Binfield had very little in relation to its current and future needs. Some small properties were purchased, bringing the total acreage to eighty-four acres, but this was less than half that available on the Park and less than one-third the size of the Newbold Revel estate.

This constant moving to restricted facilities has had a number of implications: (1) The college has been throttled in its attempts to expand. Each move has expended the administrative and financial resources urgently needed for growth of the college. (2) Lack of

space has hindered increase in enrollment; this in turn has held down income. (3) The small size of the school has restricted the possibility of expanding the curriculum; this in turn has discouraged prospective students from attending. (4) Further, the small size of the college has prevented it from making an impact on the community or on the educational aspects of the nation. Consequently, it has not been able to create a reputation of its own outside Seventh-day Adventist circles. (5) The kind of relocation program undertaken through the years has required a considerable excess of funds--a financial capability that would allow purchase and removal plus development costs. At no time was this financial support available. The facilities on Stanborough Park were constructed three years after the college moved. Although constructed in an extendable design, the building as erected allowed no expansion beyond the current enrollment. When one wing was eventually added, it was financed through a loan from the General Conference. The move to Newbold Revel appeared to have a sound financial base as purchase costs exactly equalled funds available, but this was an illusion because the building purchased on the estate could barely accommodate 100 residents--the same number as the Stanborough Park building with its one extended wing. The relocation of Newbold Revel was undertaken at the time of the Great Depression when funds were no longer available for any expansion, and even operating the institution became a hardship to the Adventist church. Consequently, there was no financial support for expansion at the very time the British Union Conference and the Northern European Division were planning to upgrade the college.

The necessary support did not appear until World War II stimulated the desire to move once again.

The same basic problem applied in the relocation to Binfield. The financial problem was aggravated by postwar inflation. Although Newbold Revel was sold for £50,000. 0. 0, the facilities that had been purchased and the adaptation undertaken in the first two years at Binfield cost over £80,000. 0. 0. Yet the net capacity of the college was still not more than 100, and the financial support so urgently needed for expansion was not available. It has taken almost forty years at its present location to increase its capacity to 250 students.

By the early 1980s space was once more becoming a problem. Now the college was in danger not only of being absorbed in an urban environment but of becoming an urban facility with little or no living space. The elimination of almost all college industries and manual labor programs, including the recent closure of the college farm, released some pressure for land. Yet an educational institution that does not provide extra-curricular activities in one form must provide them in another. This means land is needed for sport and outdoor recreation. Provision must be made for lawns, parks, and playing fields, thus the land freed by the farm needs to be preserved for these uses and not committed to facility development alone. When land uses at Binfield are analyzed, it becomes apparent that the college is at present operating with the minimum amount of land and further planning will be restricted unless more land becomes available.

The Influences of Internationalization

By 1930 between 40 and 45 percent of the graduates of the British college had been sent overseas as missionary workers of the church. Even for as missionary-minded a church as the Adventist church was in the first three decades of the twentieth century, this was a very high percentage and one of which the British college can be proud. Its graduates pioneered the Adventist church work in many of the territories of the old British Empire. They came from a small but strong home church whose membership climbed slowly before World War II. The success of the missionary movement within the college before World War II has to be attributed as much to the spirit of urgent enthusiasm that was engendered among the faculty and students as to the way the curriculum was organized or what was taught. To be chosen as a foreign missionary became the highest award that could be granted to the graduate of the college. The spirit of missions was purposefully stimulated by strongly established student missionary organizations within the college and by courses on mission history, geography, and ethics.

After World War II, with the upgrading to a division senior college, internationalization of the student body became in itself a controlling influence, although missionaries continued to be recruited for Africa and Southern Asia. Internationalization meant that students came to Newbold College from many of the territories which had been the traditional missionary objectives of the British Adventist church. Many of these students graduated and returned to their homelands, thus making the college useful to the world church in a new way.

In the early 1970s the college joined the Adventist Student

Missionary Program in which students of the college were chosen by the student body for overseas service for the duration of one school year. Their selection was approved by the college board, and their period of service was financed by the students and college in cooperation with each other. This program has proved to be stimulating to the student involved, the college body, and the church in the area of service. It is worth noting that this has become an annual program carried by a college with an enrollment of between 200 and 250 students. A slogan frequently used at Newbold College is "From everywhere to everywhere." With students representing over forty nations, this statement has a considerable amount of meaning.

The Effect of World War II

The requisition of the college for military purposes in 1941 denied the church the use of its educational facility for almost five years. This proved a hardship in the short-term. However, it produced long-term changes that were more significant than those experienced by the removal to Packwood Haugh. The war period became a catalyst in considerations that led to another relocation of the college. It led to the revival of development plans. It brought about circumstances that resulted in the transfer of control to a wider-based administration. This in turn led to a complete internationalization of the college where the British student enrollment percentage dropped from about 90 percent to as low as 20 percent. The war period brought about a turning point in the development of the college.

The Attainment of Senior College Status

One of the major developments of this study is the discovery that the struggle to attain full senior college status was much more than a development of the 1950s brought about by the transfer of the college from the British Union Conference to the Northern European Division administration. Symbolically, the search for status began in 1902 when the institution was opened and named Duncombe Hall College. It is apparent that in the minds of men such as Daniells, Prescott, Olsen, and Salisbury, the ultimate objective for the institution was that it would become for Britain what Emmanuel Missionary College was for the Adventists in the east of North America, Walla Walla College for the northwest, Union College for the midwest, or Avondale College for the Adventists of Australia and New Zealand. Wakeham, between 1915 and 1921, attempted to develop an academic plan that would lead to the establishment of a full senior college. A study of the British Union Conference committee minutes indicates that in 1927 the members of the committee were beginning to plan for a senior college. The minutes of both the union and the division through the 1930s frequently refer to the prospects of a senior college, as do the journals of the church in Britain and Europe.

The long pre-World War II struggle for full college status leads to questions such as: Why did it take so long? What were the barriers to success? Why did institutions elsewhere progress more rapidly in their development than did the British college? The answers to these questions, though multi-sided, is one in summary--lack of real support. The use of the word "real" implies that there were several causes for the slow pace of development. The

more obvious ones were the small size of the college constituency, the low level of supporting finances, and the lack of appeal for the constituency in what the college offered academically. The less obvious ones were the failure on the part of the various administrations--college, union, division, and General Conference--not only to forecast the needs of the constituency and the college, and to plan effectively for those needs, but to understand which needs were basic to the development of an educational institution in Europe. The failure to see these needs was not intentional but rather the result of little experience and little training in the tasks of developing an educational institution. If the vision that A. G. Daniells had of what the British college should become had been maintained by his successors and by those more closely responsible for the college, it is probable that the college would have developed to full senior status by the 1930s, a probability that holds serious implications for the development of the Adventist church in Britain, Europe, and the overseas territories influenced by the European nations.

One of the implications was the establishment of the American relationship by the British college. After World War II when recognition was seen as an essential corollary to the attainment of senior college status, the responsible administrations first hesitated before and then turned away from the difficult problems that accompanied any effort to secure recognition in the British educational environment. They took the easier route that led to an affiliation with an American system of higher education, a system which, though good in itself and closely linked to Adventist culture, was alien to the British philosophy for post-secondary education.

Unfortunately this route cut off the opportunities of an Adventist education for the majority of British Adventist youth who required courses in professions and vocations that would prepare them to compete in a British society. Affiliation with the American college did not stimulate an expansion of course offerings beyond the traditional instructional programs found in typical Adventist training colleges, which Newbold College had historically been. This inability to provide for British Adventist youth has had severe consequences on the development and growth of the indigenous British church. It is possible that a more substantial support for pre-World War II development of the college would have obviated this problem before the expansionistic stimulation of the war had had its effect on the university system of the British Isles. Before the war, faculty members and students were working with London University in its external program and were earning degrees through private and coached instruction. It is feasible to think that this relationship could have been strengthened and developed to a point where Newbold College could have been publicly recognized initially as a university center for London University, moving on from there to the attainment of a position for itself as a university college.¹

The period of affiliation with Columbia Union College has been successful in producing a qualified work force for the British and European Adventist church. The relationship between the two institutions has remained cordial and positive over a period of twenty-eight

¹That this type of relationship could be established in a British-style educational system was shown by Helderberg College, South Africa, in its relationship with the University of South Africa in the early 1950s. See pp. 363, 369.

years--approximately 300 students have graduated from Newbold College with a Bachelor of Arts degree issued by Columbia Union College. Armed with this recognition they have been able to serve the church in many parts of the world and have been able to continue with studies in the graduate schools of North America. Those who have completed graduate work and who have desired to take postgraduate work in European and British universities have usually found it possible to do so. Thus, for the Adventist church employee the American relationship has not been any real disabling consequence. On the other hand, for too many it has made the task of transferring to North American church employment a relatively simple procedure, thus tending to work against one of the basic premises for forging such a relationship--the provision of an educated work force for Britain and Europe.

Another implication stemming from the delay in attaining senior status was the loss of administrative control of Newbold College by the British Union Conference. With a pre-World War II membership of less than 6,000 and a financial stringency that seemed permanent, it would have been difficult for the union administration to foresee the day when the college would be fully needed and occupied by its own constituency and become the academic and professional center of the British Union Conference. Membership growth had increased sufficiently in the latter part of the 1970s and early 1980s to indicate that the union would have profited greatly by owning and administering its own college, adapted to the British educational program, supporting and training the youth of the British Adventist church. This is a policy and philosophy traditionally followed by the Adventist church in North America and elsewhere where union conferences have been

encouraged to provide advanced education for their youth in order to hold them in the Adventist church, while at the same time affording them the academic, vocational, and professional tools to make their way successfully in society.

The attainment of senior college status in the 1930s would have provided the British Union constituency with an institution that could have been exploited in the development of the church. It then would have been valued to such an extent that the union would not have been prepared to part with it as easily as it did in 1953. Alternatively, if in such a circumstance the union conference had been persuaded to part with the college, it would have been able to do so from a position of strength which would have enabled it to insist on sufficient participation in control and administration to ensure that its students would still receive what they needed as Britishers in a British society. In the actual event, although the first constitution allowed a majority of British participation in the controlling board, there were no protecting clauses and the British influence was quickly reduced to a nominal factor. It is recognized that this had to come about because of the direction in which the college developed after being taken over by the Northern European Division and because of the influences and needs of the other members of the division. It is difficult to see what alternative route the division administration could have taken after 1953. It is also recognized that the British Union Conference desperately needed relief and assistance in operating the college after World War II. It had little political or financial advantage to use in negotiating the handover of the college, although one still wonders at the apparent ease with which the school

was transferred out of union conference control. As pointed out above, the constitution contained no protecting clauses, and apparently there was no demand for financial compensation or thought to lease or rent the land or facilities.

Perhaps the British Union Conference constituency could profitably make a study in the next few years of the opportunities that an enlarged membership may provide in the way of a re-establishing of a union college that would be an alternative to Newbold College. Clearly, the smaller union conferences in Northern Europe could not afford to operate their own senior colleges, either financially or in the provision of sufficient numbers of students, nor should they be forced to accept a British-style education any more than any other educational style. An alternative study could investigate the possibility of adding a department to the college especially for the educational needs of the British students in the British educational system.

It is not the purpose of this study to provide the answers to such alternatives, although it is desired that the presentation of these suggestions will raise discussion and investigative action.

Other Conclusions Gained from the Study

1. One of the most difficult administrative problems faced by the controlling board of Newbold College was the constant search for college administrators, particularly college presidents. Twenty presidents have presided in the eighty-one years that the college has existed. This does not include those who acted for short periods. Murdoch administered the school for sixteen years. If his period of

administration is deducted from the total, the average duration of a president was less than three and one-half years. The constant change of administration is partly explained by the fact that more than half of those appointed came from homelands other than Britain. Other than this, it is difficult to do more than speculate. Perhaps the slow rate of growth and the apparently low level of support given to development held little challenge to administrators who were ambitious for the institution and wished to see the rewards of their efforts. Here again the constant relocation of the college has had its effect in that each move effectively wiped out the efforts of preceding administrations.

2. From this study has emerged the cycle that has been followed by the college industries and manual labor programs. The college began in London as a non-residential institution with no possibilities for the student-work program other than the canvassing of books from door to door. With the office and press room of the International Tract Society not far away, one or two students could work there. It was a time when students could not afford even the low tuition fees charged by Duncombe Hall College, so the majority of students canvassed books and magazines every afternoon and on Sundays. In this way they were able to pay their expenses through the year. This was the beginning of the only college "industry" that has survived the entire period of the history of Newbold College --although today even its effect is limited in the affluence of modern society. It is not easy to exaggerate the importance of student book salesmanship in every era. When the college moved to Stanborough Park, Sundays became the important sales day of the week.

when large numbers of students either bicycled or went by train to London--their most profitable market. It is realistic to conclude that to a large extent the college survived because its students had this opportunity to earn the funds needed.

At Newbold Revel, some eighty miles from London, new markets had to be found along with new forms of transport to markets which were not as good as London. Here the summer canvassing program came into its own, although it was a popular way to earn college fees even at Stanborough Park. (Not all student canvassers were successful. More than one had to pawn his belongings for the fare home.)

After World War II it was found that sales were better in foreign markets, so the summer canvassing program found students traveling via the cheapest routes to countries such as Norway, Sweden, and Iceland. Sunday canvassing remained popular until the 1960s, after which the canvassing program dwindled as the markets became more resistant and as the task of finding college fees became less onerous. For the British students, more and more were able to apply for and receive county awards (grants) to attend Newbold College. Students from some of the Scandinavian nations were able to receive state grants and loans. From the international students, especially those from the Continent and North America, the weakening British pound (sterling) gave them an advantage that made the fees charged by Newbold College a reasonably easy prospect.

The same financial factors brought about the demise of the other college industries, although it is understood that an additional factor was the reluctance of the municipal authorities to permit the operation of industries on the college site at Binfield.

(This has not been verified by personal research).

As mentioned above, Duncombe Hall College was not in the position to provide labor for its students. On Stanborough Park the situation was different. There were three other institutions--the sanitarium, printing press, and health food factory--requiring labor. The college itself employed a number of students in janitorial services and grounds upkeep. Later a farm was purchased, a commercial laundry opened, and smaller operations such as a shoe repair shop and a carpentry shop started. The Newbold Revel period was the peak period for college industries with a large farm, market garden, maintenance and shoe repair shops, as well as the newly started textile and leather industries. These provided student labor into the war period at Packwood Haugh. Although the industries did not make large profits, they did provide many students with the opportunity to attend an Adventist college.

The move to Binfield saw a downturn in the importance and popularity of the college industries. This has not been reversed. A small dairy farm was started and sporadic attempts were made to run a market garden. The college used students for maintenance and upkeep and to man a small laundry. As the factors mentioned earlier took effect and money became easier to obtain, the need to work was reduced to such an extent that the Adventist philosophy of total education was in danger of being undermined. Consequently, in the mid-1960s, the policy of mandatory free labor abolished by Wakeham fifty years earlier was reintroduced--students were again expected to contribute four hours per week of unpaid work. This policy still applied in 1983. In addition, more recent years have seen the

reemergence of market gardening at Binfield. This, however, has been inspired more by basic Adventist educational and moral philosophies than by the need to earn college fees.

3. The issue of decision making is a complex one. It is difficult to generalize upon in a set of conclusions such as this since it involves a value judgment on individual personalities and a comparison of administrative styles in the decision making process. It is tempting to apply modern administrative theory to the administrative personalities linked with the history of Newbold College. That would, however, be unfair and would produce an inaccurate judgment. The alternative would be to make the judgments according to the contemporary theory, but no research has been done to ascertain whether Adventist administrative practice followed or was even aware of theorists such as Fred Taylor with his Principles of Scientific Management (1911), Follet's Creative Experience (1938), or Paul Mort's Principles of School Administration (1946), to name a few. An investigation into Adventist administration and its relationship to contemporary theory in the twentieth century would be a valuable contribution to the development of an Adventist decision making theory.

The British Adventist church was organized into a union conference in 1902, the same year the college opened. This meant that administrative decisions made by the college administrators from the beginning were subject to committee action--a system of administration that tends to equalize the differing styles of individual personalities. Astute administrators none the less became proficient at influencing committee chairmen and members. Wakeham

appeared to be one of these, as the union committee minutes during his administration contain more than the usual number of innovative and progressive actions. Generally, however, in the Adventist system, the committee's control over finance, planning, and employment tend to downplay an individual's decision making prowess.

4. A less important issue, but one of interest to historians, is the use of 1901 as the opening date of the college in all the officially printed material and on the college crest. There are three dates that could be considered the birth date of Newbold College. The first is August 3 to 13, 1900, when at the instigation of Prescott, newly appointed conference president, the delegates attending the Birmingham conference voted to open a school in Britain in 1901. The second is August 2 to 12, 1901, when the delegates attending the conference in Wanstead, East London, voted to open the school at the beginning of 1902. The third date is the actual opening date, January 6, 1902, when Salisbury opened the doors of the college for the first time. There seems to be little logic in selecting the second over the first date, whereas the third date was the actual date, a fact that cannot be altered.¹ It appears that before World War II interested persons were divided in their opinions, some using the 1901 date and others using the 1902 date. Since the war the 1901 date has been used regularly.

5. As mentioned in the introduction to this study, there is a spirit or atmosphere at Newbold College which all who attend or even

¹ See Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia rev. ed. (1976), s.v. "Newbold College," for a confirmation of this date.

visit the institution sense after a short time on the campus. This phenomenon has not been discussed in the text, although it has been constantly borne in mind and has been alluded to on a few occasions such as in chapter 3 when discussing the missionary movement, and in chapter 4 when describing the living conditions during the war. Such a phenomenon can be easily described but not ascribed to any set of causes without much difficulty. The willingness with which students in the London era canvassed for their fees, the enthusiasm of students in the 1920s to embrace the missionary movement, the camaraderie of students and faculty during the World War II experience, and the involvement of Newbold College students in the modern era in social uplift and spiritual witness projects are all demonstrations of the Newbold spirit; but these are not the source of the phenomenon. Yet in a way they do contribute to the spirit in the form of a cycle. There are a number of discernible contributory factors-- the small compact size of the college, the family-style social life on the campus, the restricted variety of curricular offerings which keeps the students working in somewhat the same areas of study, and the relatively small age variation in the student body (although in the last decade this has widened with the increasing number of married students and the addition of graduate studies).

These are centripetal forces which draw the students together. There are, however, centrifugal forces such as the international nature of the student group which tends to produce small pockets of isolated groups moving independently within the larger group. Then there is the transitory nature of much of the student body since many students attend the college for one year or less.

These and other recognizable factors do not seem to provide a fully satisfactory basis for the Newbold Spirit, a spirit that is akin to the "old school tie" spirit yet seems to be deeper and richer and capable of forging a bond that causes Newbold College students and faculty to recognize one another long after the on-campus experience has ended.

6. A few myths or legends regarding college personalities have been discovered. Some have proved to be only myths. Others have been researched sufficiently to cast doubt on their origins. Still others defy solution and stay around to challenge other researchers.

There are those who thought that Lynn Wood was an Australian and that Herbert Lacey grew up in India. These are examples of myths that have found their way into college history. Neither are correct, for Wood was an American and Lacey grew up in England to the age of ten or eleven when he emigrated with his family to Australia, never having been in India, although his father had been a civil servant in that country.

An example of legends related to the college involved the first college principal, Homer Salisbury. The story is told that the ship he was travelling on was torpedoed and sunk in the Mediterranean in 1915. While in the water he found another passenger without a life jacket. He gave that person his and thus lost his own life. There is no evidence for this gesture, typical though it would have been of his courageous and generous nature. Contrary also to some opinions, Salisbury had been a worker for the church since his graduation from Battle Creek.

One legend tells the story that Glen Wakeham arrived once at the

Watford Junction railway station intending to travel to London. When the London train pulled into the station the crew walked off in response to a labor dispute, whereupon Wakeham climbed into the locomotive, called for a volunteer fireman and took the train into Euston terminal, London.

Recommendations

The undertaking of a project such as an administrative study of Newbold College provides the opportunity for indepth research with the possibility that conclusions are reached. Such conclusions lend themselves to the presentation of several recommendations. The author wishes to make the following recommendations that are based on research already undertaken and the conclusions reached in this study.

1. Land. It is recommended that in view of the past experience of the college and in the light of the increased urbanization taking place in and around Binfield, that the college board seriously consider the preparation of a comprehensive academic and facility master plan. Such a document, if well-prepared, would be of great assistance in the exploitation of the remaining land available to the college. It would clarify whether the present site would be suitable for development in the long-term or whether relocation would become mandatory. Consequent decisions would involve the alternatives of local land purchase at high urban development values as against the complex procedure of relocation. If the latter is ever considered, it is suggested that this dissertation be carefully studied as a basis of consideration.

2. Affiliation. It is recommended that the matter of local affiliation be studied in all its aspects. There are a number of areas that could be investigated that may offer leads towards eventual recognition in Britain and Europe. It is recognized, as mentioned earlier, that the matter of affiliation is a complex one involving international sensitivities and needs. These complexities should not be ignored were such an investigation to be undertaken.

3. A British College. It is recommended that the British Union Conference begin the process of investigating the possibility for eventually operating a union college for British Adventist youth, or providing some alternative solution for British Adventist youth who desire further education in an Adventist environment. Many do not wish to become employees of the church, or to be forced to leave Britain to seek employment in countries where the degrees currently presented at Newbold College are recognized.

4. A British Archival Office. It is recommended that the British Union Conference, Northern European Division, and Newbold College consider the establishment of an official British Adventist church archives as soon as possible in order to preserve the valuable archival records still available. Such an archival office would be of invaluable assistance to administrators, church historians, and students of the college when undertaking research in denominational areas of study. It is possible that an arrangement could be made with the General Conference Archives for an exchange of photocopied material which would strengthen both archives. The British Union Conference has access to a complete set of its own minutes and those of the Northern European Division which could be made available to the General

Conference Archives, which in return could make available to the British archival office its complete sets of union and division journals.

5. Areas of Study. It is recommended that this study be continued by research and investigation into further administrative issues in the history of the college such as the financing of the college, the recruitment of faculty, the development of the curriculum, and the preparation of an educational master plan for the present college or for one on an alternative site. It is also recommended that a complete history of the college be undertaken in book form.

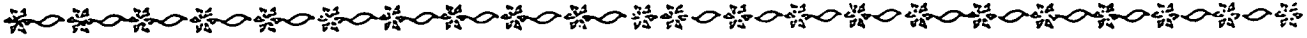
6. Needs Assessment. It is recommended that a needs assessment be undertaken to ascertain the educational requirements of, and possibilities for the Adventist church in Britain. This would include a study of the needs on all levels of instruction.

The presentation of the above recommendations brings to a conclusion this administrative study on the development and history of Newbold College. The study has helped to discover the reasons why has operated successfully from its inception and has more than survived where many institutions of equivalent or larger size and wider reputation have closed down. It is anticipated that its future will be as successful as its past.

APPENDIX A

BROCHURE DESCRIBING THE "STANBOROUGHS"
PROPERTY

PARTICULARS.



Lot 1

(Coloured Pink on Plan).

THE VERY VALUABLE AND EXCEEDINGLY BEAUTIFUL

Freehold Residential Property

KNOWN AS

“THE STANBOROUGHS,”

is situated in the **PARISH OF WATFORD**, in the **COUNTY OF HERTFORD**, about two miles from **WATFORD JUNCTION** Station on the London and North Western Railway, whence London is reached by an excellent service of Express Trains in about half-an-hour (two evening trains cover the distance in 25 minutes), and direct communication is given with the Midlands and the North, whilst it is about six miles from St. Albans on the main line of the Midland Railway.



The ancient **Town of Watford**, which has many interesting features, is widely known for its healthiness, and for the beauty of the surrounding scenery. It is

WITHIN EASY MOTOR RUN OF TOWN,

the distance being only about 15 miles by excellent roads.

The **Parish Church of Leavesden** is about three-quarters of a mile from the Residence, whilst at Watford are **Roman Catholic Church** and Chapels of several denominations.

The Postal Arrangements admit of two collections and two deliveries a day, and the Garston Post and Telegraph Office is within half a mile.

HUNTING may be enjoyed with the Old Berkeley Foxhounds.

SHOOTING.—The Property, for its size, affords fair shooting.

GOLF.—The West Herts Golf Club at Cassiobury Park is within easy reach.

The Property covers a total area of nearly

55 Acres,

lying compactly together in a ring fence, and consisting chiefly of well-timbered Park Land and Woodlands.

It possesses a long and valuable Frontage to the main Watford to St. Albans Road, about 950 feet, also to Sheepcote Lane, and part of the Land could doubtless be readily sold off for Building Purposes at good prices, without in any way interfering with the privacy of the Residence.

The whole is in good order throughout, and forms an unusually charming Residential Property.

THE RESIDENCE

is substantially built of brick and stuccoed with slate roof, so constructed as to readily lend itself to enlargement if desired, and possesses a pleasing elevation. It occupies a delightful and well-chosen situation about 300 feet above sea level, on gravel soil with chalk subsoil, has South-East aspect and commands beautiful views over the surrounding picturesque and well-wooded country. The internal accommodation is admirably arranged on two floors, everything having been done for comfort and convenience. It is approached by

TWO LONG CARRIAGE DRIVES,

terminating in a sweep before the Principal Entrance, and is entered under a Porch supported by massive fluted columns, and contains the following accommodation:—

On the Ground Floor:—

Entrance Hall with tiled floor, heated by a triple coil of hot water pipes; W.C. and LAVATORY with cold water supply.

Inner Hall.

Dining Room, measuring 22 ft. by 16 ft. 6 in., fitted with a prettily marked coloured marble mantelpiece, and lighted by three windows with delightful views of the Drive, Park Lands and distant country.

Principal Drawing Room, measuring 22 ft. by 16 ft. 6 in. An artistically decorated Apartment, fitted with a beautifully carved white marble mantelpiece, enjoying pretty views of the Grounds and Park through four windows. This Room communicates with

Second Drawing Room, measuring 17 ft. 6 in. by 14 ft. 6 in., fitted with a veined marble mantelpiece, and enjoying charming views through two windows. French casements conduct to

Conservatory and Vinery, with tiled floor measuring 26 ft. by 13 ft. 6 in., heated by hot water pipes, and having tiled **Verandah**; stoke hole.

Morning Room, measuring 20 ft. by 19 ft., fitted with a green marble mantelpiece, and having a large iron safe by "Chubb" built in the wall.

All these Rooms are 11 ft. 6 in. high.



THE PRINCIPAL STAIRCASE,

with stone treads, protected by an ornamental iron balustrading with mahogany handrail, conducts by an easy gradient to a Landing

On the First Floor,

off which are

Five Best Bed and Dressing Rooms,

all light and cheerful Apartments, fitted with fireplaces with veined marble mantelpieces, as follows:—

BED ROOM, measuring 17 ft. 6 in. by 14 ft. 6 in., enjoying delightful views through three windows.

BED ROOM, measuring 22 ft. by 16 ft. 6 in., with four windows, commanding pretty views of the Grounds, Drive and distant country.

DRESSING ROOM communicating with

BED ROOM, measuring 22 ft. by 16 ft. 6 in., lighted by three windows, overlooking the Grounds and Park.

BED ROOM, measuring 20 ft. by 18 ft., with pretty views.

BATH ROOM with fitted bath, having hot and cold water supplies, also fireplace with marble mantelpiece.

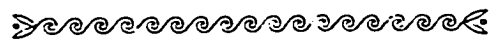
W.C. on Half-Landing.



On a different level, but still on the First Floor, reached by Secondary Staircase, are

Three Secondary and Servants' Bed Rooms,

all airy and cheerful Apartments, fitted with fireplaces, TWO LINEN CLOSETS and Housemaid's Sink, with cupboard under.



THE DOMESTIC OFFICES,

On the Ground Floor,

completely shut off from the Reception Rooms, comprise LARGE LIGHT and AIRY KITCHEN, fitted with "Eagle" range, dresser and cupboards, SCULLERY adjoining, fitted with small "Eagle" range and copper, sink, with cold water tap and rain water pump. LARDER, tiled DAIRY with slate shelves, Lady's STORE ROOM and Housemaid's PANTRY with shelves and cupboard.

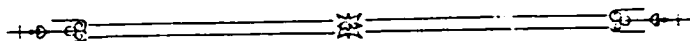
In the BASEMENT, which is very dry and airy, are general CELLAR, BEER and BLENDED WINE CELLARS.

Outside are BOOT and KNIFE HOUSE, COAL CELLAR, Servants' W.C. and PUMP for spring water.

The Sanitary Arrangements are believed to be in perfect order, careful attention having been paid to this important feature.

The Water Supply from a spring is believed to be both excellent and pure, and there are several soft water storage tanks. Company's water mains pass the entrance gates, and could easily be connected with the Residence if desired.

The Soil is gravel upon chalk.



Conveniently situated is

THE CAPITAL STABLING,

comprising TWO STALLS, TWO LOOSE BOXES, COACH HOUSE for three carriages, HARNESS ROOM with LOFT and MAN'S ROOM over.

THE FARMERY

comprises COW SHEDS, CALF PENS, STABLE, CART and WOOD SHEDS, FOWL and TOOL HOUSES, and W.C.

THE PLEASURE GROUNDS,

although of a very delightful character, are inexpensive to maintain. They are adorned with wide-spreading Cedars, Wellingtonia, and other specimen Trees and are tastefully disposed in

Beautiful Rose and Flower Garden,

with Terrace, Parterres, &c., SHADY LAWNS, WALKS, FLOWER BEDS and BORDERS, &c.

Adjacent to the Grounds, lying in a warm and sheltered position, is a

PROLIFIC WALLED KITCHEN GARDEN,

stocked with Standard, Espalier and wall Fruit Trees, and in which are three-quarter span heated VINERY and FORCING HOUSE, STOKE HOLE, TOOL and POTTING SHEDS, ORCHARD.

Surrounding the Residence, Grounds, &c., is the

GRANDLY-TIMBERED PARK,

practically enclosed by belts of Woodlands and forming a most charming prospect.



The Land is all in hand, and covers a total area of

54a. 1r. 32p.,

of which the following is a SCHEDULE:—

No. on Plan.	Description.	PARISH OF WATFORD.						Area.		
		A.	R.	P.	A.	R.	P.			
Pt. 721	Wood	...	...	...	...	...	...	1	2	12
722	Do.	...	...	...	...	...	...	0	2	17
723	Do.	...	...	...	...	...	...	0	2	16
724	Pasture	...	...	...	...	...	...	5	0	25
725	Wood	...	...	...	...	...	...	2	1	25
758	Do.	...	...	...	...	...	...	0	1	33
759	Pasture	...	...	...	...	...	...	10	0	32
Pt. 760	Wood	...	...	...	...	...	...	9	3	30
761	Do.	...	...	...	...	...	...	1	0	16
762	Pasture	...	...	...	...	...	...	6	2	17
763	Residence, Pleasure Grounds, &c.	...	...	...	...	...	...	2	0	27
764	Pasture	...	...	...	...	...	...	13	2	24
Total A.								54	1	32

.....

Possession will be given on Completion of the Purchase.

.....

OUTGOINGS.

	£	s.	d.
Tithe (1906)—			
Vicarial ...	1	5	4
Rectorial ...	4	17	0
Total ...	£6	2	4

THE LAND TAX HAS BEEN REDEEMED.

APPENDIX B

NAMES OF THE COLLEGE

APPENDIX B

NAMES OF BRITISH COLLEGE

Duncombe Hall College	1901-1903
Duncombe Hall Training College	1903-1906
Stanborough Park Missionary College	1907-1921
Stanborough Missionary College	1921-1923
Stanborough College	1923-1931
Newbold Missionary College	1931-1961
Newbold College	1961-present

Source: SDA Yearbooks and Col Cais for the years as listed above; Don F. Neufeld, ed., Seventh-day Adventist Encyclopedia, rev. ed. (1976), s.v. "Newbold College."

APPENDIX C

LIST OF COLLEGE PRINCIPALS

APPENDIX C

BRITISH SCHOOL PRINCIPALS

Homer R. Salisbury (Nov. 1901)	1902	to	1907	USA
Herbert Camden Lacey	1907	to	1913	Britain
William T. Bartlett	1913	to	1915	Britain
Glen Wakeham	1915	to	1921	USA
Frederick A. Spearing	1921	to	1922	Britain
Herbert Camden Lacey	1922	to	1923	Britain
George W. Baird	1923	to	1927	Britain
George McCready Price	1927	to	1928	USA
C. W. Irwin	Aug-Sept		1928	USA
Lynn H. Wood	1928	to	1930	USA
William G. C. Murdoch	1930	to	1937	Britain
George W. Baird	1937	to	1938	Britain
William G. C. Murdoch	1938	to	1946	Britain
William T. Bartlett (chairman)	Feb-June		1946	Britain
Edward E. White	1946	to	1947	Britain
William R. A. Madgwick	1947	to	1954	Britain
Philip P. Schuil (acting)	Aug-Sept		1954	Britain
W. I. Smith	1954	to	1956	USA
Robert W. Olson	1956	to	1960	USA
V. Norskov Olsen	1960	to	1966	Denmark
George L. Caviness	1966	to	1971	USA
Roy E. Graham	1971	to	1976	Britain
Jan Paulsen	1976	to	1980	Norway
Sakae Kubo	1980	to		USA

APPENDIX D

LIST OF UNION CONFERENCE PRESIDENTS

APPENDIX D

BRITISH UNION CONFERENCE PRESIDENTS

1902	O. A. Olsen	United States of America
1905	E. E. Andross	United States of America
1908	W. J. Fitzgerald	United States of America
1917	M. N. Campbell	United States of America
1923	J. E. Jayne	United States of America
1926	W. H. Meredith	Great Britain
1932	W. E. Read	Great Britain
1936	H. W. Lowe	Great Britain
1946	E. B. Rudge	Australia
1950	W. W. Armstrong	Great Britain
1958	J. A. McMillan	Great Britain
1967	B. E. Seton	Great Britain
1970	E. H. Foster	Great Britain
1981	H. Calkins	United States of America

Source: SDA Yearbook for the above years.

APPENDIX E

TABLE GIVING STUDENT ENROLLMENT

APPENDIX E

STUDENT ENROLLMENT

Year	Men	Women	Total Enrollment
1902-1902 (one term)			39
1902-1903			54
1903-1904			56
1904-1905			91
1905-1906			71
1906-1907			69
1907-1908			87
1908-1909			82
1910-1911			58
1911-1912			71
1912-1913			70
1913-1914			60
1914-1915			55
1915-1916			88
1916-1917			61
1917-1918			102
1918-1919			123
1919-1920			200
1920-1921			147
1921-1922			133
1922-1923			232
1923-1924			180
1924-1925			236
1925-1926			232
1926-1927			132
1927-1928			93
1928-1929			95
1929-1930			115
1930-1931			146
1931-1932			129
1932-1933			91
1933-1934			93
1934-1935			120
1935-1936			140
1936-1937			140
1937-1938			130
1938-1939			119
1939-1940			102
1940-1941			113
1941-1942			125
1942-1943			100
1943-1944			92
1944-1945			90
1945-1946			95
1946-1947			119
1947-1948			100

STUDENT ENROLLMENT (CONTINUED)

Year	Men	Women	Total Enrollment
1948-1949			100
1949-1950			102
1950-1951			102
1951-1952			97
1952-1953	59	45	104
1953-1954			117
1954-1955			110
1955-1956	83	39	120
1956-1957	61	61	122
1957-1958	87	53	140
1958-1959	95	59	154
1959-1960	95	56	151
1960-1961	97	67	164
1961-1962	93	84	177
1962-1963	109	72	181
1963-1964	130	96	226
1964-1965	135	90	225
1965-1966	130	104	234
1966-1967	128	78	206
1967-1968	120	103	223
1968-1969	117	76	193
1969-1970	114	68	182
1970-1971	123	86	209
1971-1972	127	88	215
1972-1973	129	87	216
1973-1974	129	82	211
1974-1975	134	91	225
1975-1976	152	75	227
1976-1977	149	85	234
1977-1978	151	108	259
1978-1979	163	94	257
1979-1980	160	105	265
1980-1981	149	97	246
1981-1982	143	105	248
1982-1983	156	94	250

Source: Statistical File. Registrar's Office, Newbold College, Bracknell, England.

APPENDIX F

TABLE GIVING NUMBER OF GRADUATES

APPENDIX F

GRADUATES: TABLE OF NUMBERS AND NATIONALITIES

Year	Men Students	Women Students	United Kingdom	Others	Total Number
1902-1914	No list of graduates was kept				
1914	1	5	6	0	6
1915	2	2	4	0	4
1916	5	5	10	0	10
1917	-	-	0	0	0
1918	1	3	4	0	4
1919	1	5	6	0	6
1920	0	3	3	0	3
1921	5	6	11	0	11
1922	-	6	6	0	6
1923	8	8	16	0	16
1924	1	3	3	1	4
1925	10	2	12	0	12
1926	2	8	10	0	10
1927	6	3	9	0	9
1928	5	7	12	0	12
1929	4	2	6	0	6
1930	2	1	3	0	3
1931	9	1	10	0	10
1932	8	3	9	2	11
1933	3	8	11	0	11
1934	1	4	5	0	5
1935	10	4	14	0	14
1936	8	7	14	1	15
1937	11	6	17	0	17
1938	7	2	6	3	9
1939	12	4	9	7	16
1940	4	5	9	0	9
1941	5	13	17	1	18
1942	7	9	16	0	16
1943	9	11	19	1	20
1944	5	9	14	0	14
1945	5	11	16	0	16
1946	4	6	10	0	10
1947	1	6	7	0	7
1948	6	2	8	0	8
1949	12	10	21	1	22
1950	15	10	22	3	25
1951	16	10	25	1	26
1952	8	4	11	1	12
1953	4	7	10	1	11
1954	11	15	24	2	26
1955	-	-	10	3	13
1956	11	7	11	7	18
1957	9	8	8	9	17

GRADUATES: TABLE OF NUMBERS AND NATIONALITIES
(CONTINUED)

Year	Men Students	Women Students	United Kingdom	Others	Total Number
1958	7	12	10	9	19
1959	9	9	10	8	18
1960	13	8	9	12	21
1961	16	2	7	11	18
1962	22	8	13	17	30
1963	16	5	11	10	21
1964	15	13	15	13	28
1965	26	9	13	22	35
1966	24	10	21	13	34
1967	13	16	20	9	29
1968	12	8	13	7	20
1969	15	9	14	10	24
1970	16	10	14	12	26
1971	17	11	12	16	28
1972	16	6	9	13	22
1973	23	4	6	21	27
1974	19	2	10	11	21
1975	19	4	8	15	23
1976	24	4	12	16	28
1977	24	6	8	22	30
1978	16	5	5	16	21
1979	21	10	10	21	31
1980	29	5	12	22	34
1981	23	5	9	19	28
1982	25	8	11	22	33

Source: Statistical File, Registrar's Office, Newbold College, Bracknell, England.

APPENDIX G

TABLE SHOWING GRADUATES BY NATIONALITY

APPENDIX G
 NEWBOLD COLLEGE
 BREAKDOWN OF GRADUATES BY NATIONALITY
 1914-1982

<u>Country</u>	<u>Number</u>	<u>Country</u>	<u>Number</u>
Australia	6	Korea	1
Austria	6	Lebanon	3
Belgium	2	Liberia	2
Bermuda	1	Madagascar	1
Brazil	1	Malasia	2
Canada	2	Mauritius	5
Cyprus	1	Netherlands	51
Denmark	41	New Zealand	10
Dutch New Guinea	1	Nigeria	8
Egypt	1	Norway	51
Ethiopia	8	Pakistan	1
Faroës	1	Poland	3
Finland	59	Romania	1
France	1	St. Christopher	1
German Democratic Republic	1	St. Vincent	2
Germany	27	South Africa	1
Ghana	3	Spain	2
Great Britain	752	Sweden	29
Greece	3	Switzerland	11
Hong Kong	1	Tanzania	1
Iceland	9	Trinidad	2
India	1	United States	18
Iran	2	Yugoslavia	9
Italy	3	Zambia	1
Jamaica	9	Zimbabwe	2
Kenya	3		

Grand Total 1164 graduates

APPENDIX H

COLLEGE CURRICULUM AS VOTED BY THE
NORTHERN EUROPEAN DIVISION IN 1932

APPENDIX H

THE COLLEGE CURRICULUM AS VOTED BY
THE NORTHERN EUROPEAN DIVISION COMMITTEE ON
NOVEMBER 17, 1932

Curriculum for Six Years' Course

YEAR I

New Testament History	4 hours
History I	3 "
Mother Tongue	5 "
General Science	4 "
Geography I	2 "
Mathematics	5 "
TOTAL	23 "

YEAR II

Old Testament History	4 "
History II	3 "
Mother Tongue	3 "
Modern Language	5 "
Chemistry or Physics	3 "
Geography II	2 "
Mathematics	3 "
TOTAL	23 "

YEAR III

Bible Survey	5 "
History III	3 "
Mother Tongue	3 "
Modern Language	5 "
Physics or Chemistry	3 "
Bookkeeping	3 "
Mathematics	3 "
TOTAL	25 "

YEAR IV

Bible Doctrines	5 "
History IV	3 "
Literature (Mother Tongue)	4 "
Modern Language	5 "
Physiology	4 "
Mathematics	4 "
TOTAL	25 "

YEAR V

Prophets	5 hours
History	5 "
Public Speaking	2 "
Literature	3 "
Modern Language	5 "
Psychology	3 "
Hydrotherapy, First Aid	2 "
TOTAL	25 "

YEAR VI

Homiletics... .. .	2 "
Epistles	3 "
Evidences	2 "
History	3 "
Journalism	2 "
Modern Language	5 "
Pedagogy	3 "
Descriptive Astronomy	3 "
Chorus Conducting	2 "
TOTAL	25 "

REGULATION ON SIX YEAR COURSE

Bible	30 hours	Science	17 hours	Mathematics	15 hours
History	20 "	Geography	4 "	Chorus Cond.	2 "
Mother Tongue	22 "	Bk. Keeping	3 "	Hydrotherapy	
Foreign Lang. A.15	"	Psychology	3 "	& First Aid	2 "
do B.10	"	Pedagogy	3 "		

PRACTICAL WORK

Men

1st Yr.	Agriculture	2 Theory	2 Practice
2nd "	Gardening	2 "	2 "
3rd "	Foodwork	2 "	2 "
4th "	Woodwork	2 "	2 "

Women

1st Yr.	Cooking	2 Theory	2 Practice
2nd "	Cooking	2 "	2 "
3rd "	Dressmaking	2 "	2 "
4th "	Dressmaking	2 "	2 "

CURRICULUM FOR FOUR YEAR COURSE

YEAR 1

New Testament History	.. .. .	4 hours
History	.. .. .	3 "
Mother Tongue	.. .. .	2 "

Foreign Language A.	..	..	..	4	hours
Mathematics	..	..	..	4	"
Science	..	..	..	2	"
Geography	..	..	..	4	"
				TOTAL	25 "

YEAR II

Old Testament History..	..	..	..	4	"
History	..	..	..	3	"
Mother Tongue	..	..	..	4	"
Foreign Language B.	..	..	..	4	"
Mathematics	..	..	..	4	"
Botany or Chemistry	..	..	..	2	"
Foreign Language A.	..	..	..	4	"
				TOTAL	25 "

YEAR III

Bible Doctrines (Epistles 3)	..	..	..	5	"
History	..	..	..	3	"
Mother Tongue..	..	..	..	4	"
Foreign Language A.	..	..	..	4	"
Foreign Language B.	..	..	..	3	"
Mathematics	..	..	..	3	"
Physics or Chemistry	..	..	..	3	"
				TOTAL	25 "

YEAR IV

Prophets - (D. & R.)	..	..	..	5	"
Homiletics	..	..	..	2	"
History	..	..	..	3	"
Mother Tongue..	..	..	..	3	"
Foreign Language A.	..	..	..	3	"
Foreign Language B.	..	..	..	3	"
Mathematics	..	..	..	3	"
Physiology and Hygiene	..	..	..	3	"
				TOTAL	25 "

REGULATION FOR FOUR YEAR COURSE

Bible	20	hours, with Epistles (3) Elective
History	12	" , with Church History Elective
Mother Tongue	15	"
Foreign Lang.	15	" , (A) and 10 hours (B)
Mathematics	12	"
Science	10	" , with Physiology and Hygiene obligatory.
Geography	4	"
Industrial Arts	8	" , in theory and 8 hours practise.

INDUSTRIAL WORK

MEN

1st Yr.	Agriculture	2	Theory	2	Practice
2nd "	Gardening	2	"	2	"
3rd "	(Woodwork or other	2	"	2	"
4th "	(equivalent arts	2	"	2	"

WOMEN

1st Yr.	Cooking	2	"	2	"
2nd "	Bookbinding	2	"	2	"
3rd "	Dressmaking	2	"	2	"
4th "	Dressmaking	2	"	2	"

WE RECOMMEND

1. That we look with favour upon the giving of a diploma to our graduate students, where circumstances permit, in recognition of their having finished a definite course of study.
2. That the maximum hours for students be 25 recitation periods of 45 minutes (excluding industrial) per week.
3. That the new curricula be based on a school year of 34 weeks exclusive of holidays.
4. That we regard 25 hours' recitation for the teacher as full-time work, besides the regular extra curricula activities.
5. That a preceptor with 30 boys do 12 to 15 hours' teaching and where a preceptor has more than 50 students, his teaching work be one-third, or 8 hours.
6. That teachers spend some time in manual labour with the students, as circumstances determine, but that we do not look with favour upon specifying any time for doing the said manual work.

APPOINTMENT OF COMMITTEES:

The chairman suggested the appointment of the following committees - Publishing, Conference Sessions, Ordination and Missionary Volunteer, and it was -

VOTED: That these suggestions be accepted, and the chair named the personnel of these committees as follows:

Publishing Department

J.J.Strahle, T.T.Babienco,
A.C.Christensen, E.L.Rudy,
 G.A.Lindsay.

APPENDIX I

SCHEDULE OF REHABILITATION

APPENDIX I

BRITISH UNION COLLEGE REHABILITATION SCHEME

A. EXPENSES INCURRED & PENDING

Moor Close - Girls' Dormitory - Purchase Price	15000. 0. 0	
The Hall - Boys' Dormitory - Purchase Price	10000. 0. 0	
Agent's Commission	339. 0. 0	
Legal Charges	486. 0. 0	
Equipment purchased at Valuation	<u>2183. 0. 0</u>	28008. 0. 0
Alterations and improvements in progress, including the preparation of cow sheds, conversion of garages for Industries, cycle sheds, kitchen alterations, etc.	500. 0. 0	
Seating	250. 0. 0	
Electric power cable to The Hall	80. 0. 0	
Repairs to drive at Moor Close	205. 0. 0	1035. 0. 0
Dining room - Moor Close - plans passed and licence granted		2625. 0. 0
Popeswood Lodge - staff accommodation - Purchase Price	8750. 0. 0	
Legal Charges	175. 0. 0	
Conversion of self-contained flats	325. 0. 0	9250. 0. 0
<u>Additional Expenses</u>		
Greenhouses	1000. 0. 0	
Farm Buildings	1000. 0. 0	
Laundry and Equipment	1000. 0. 0	
Industries	1000. 0. 0	
Chapel extension	3000. 0. 0	
Unanticipated expenses	<u>832. 0. 0</u>	7832. 0. 0
Equipment and Furnishings		5000. 0. 0
Teachers' cottages, 8 at £1300 plus roads to the same £1000		<u>11400. 0. 0</u>
		£65150. 0. 0
		=====

B. ADMINISTRATION UNIT EXPENSE

Purchase Farley Copse with 80 acres farmland	16500. 0. 0	
Legal charges	300. 0. 0	
Alterations	<u>700. 0. 0</u>	17500. 0. 0

(Alternative is to build new unit and buy
farmland elsewhere: estimated cost £25,000)

Total Estimated Expense £82650. 0. 0

ESTIMATED INCOME

Basis A - Private Sale (net)	48000. 0. 0	
Less Removal Packwood to Binfield	<u>1000. 0. 0</u>	47000. 0. 0
Basis B - Government Purchase, 1939 Valuation	35000. 0. 0	
Less Removal Packwood to Binfield	<u>1000. 0. 0</u>	34000. 0. 0

RECAPITULATION

1. Total Estimated Expenses	82650. 0. 0	
Total Estimated Income Basis A	<u>47000. 0. 0</u>	
Balance required:	<u><u>35650. 0. 0</u></u>	
2. Total Estimated Expenses	82650. 0. 0	
Total Income Basis B	<u>34000. 0. 0</u>	
Balance required:	<u><u>£48650. 0. 0</u></u>	

NOTES:

Recapitulation I. A grant of £25000 from General Conference Rehabilitation Fund would leave British Union to find £15650

Recapitulation II. A grant of £25000 from General Conference Rehabilitation Fund would leave British Union to find £23650.

GENERAL CONFERENCE REHABILITATION GRANT (as in BUC Minutes, January 30, 1947)

That we place on record our appreciation of the General Conference in promising 40,000 dollars (=£9780. 9. 0.) towards the cost and erection of an administrative building for Newbold College (the a proximate cost being estimated £15,000). That we further express to them our deep appreciation for the promised rehabilitation grant of 125,000 dollars, 28,000 of which have already been granted to us for church building rehabilitation, the balance of 97,000 to be used in the rehabilitation and building up of our college and sanitarium work in the following way:

Newbold College

Cowsheds	300. 0. 0	
Greenhouses	700. 0. 0	
Staff Accommodation	12000. 0. 0	
Dining Room with basement	3000. 0. 0	
Boys' Dormitory	15000. 0. 0	
Orchard	<u>1000. 0. 0</u>	32000. 0. 0

	b/f	32000. 0. 0
<u>Sanitarium</u>		<u>5000. 0. 0</u>
		37000. 0. 0
Less proposed sale of The Hall		<u>10000. 0. 0</u>
		27000. 0. 0
Less Rehabilitation Grant from the General Conference, 97000 dollars		<u>23658. 0. 0</u>
Balance to be provided from Union funds		<u><u>3342. 0. 0</u></u>

Source: BUC Min, 30 January 1947; H. W. Lowe to E. D. Dick and
W. E. Nelson, 29 March 1946, RG31 1946-BUC, GCAr.

APPENDIX J

SCHEDULE OF WAR COSTS CLAIMS

APPENDIX J

BRITISH ADVENT MISSIONS LIMITED

AIR MINISTRY

Statement of Account: December 18 1941 to October 21 1946

<u>Newbold Revel, Warwickshire</u>		[Requisition File British Union Conference Watford, England]	
To	Cost of Removal from Newbold Revel to Packwood Haugh, Hockley Heath	699.19. 7	
To	Cost of Storage of Teacher's Furniture	<u>53.16. 6</u>	753.16. 1
To	Cost of Renovating, Altering and Cleaning up Packwood Haugh to make same usable by our staff and students:		
	Renovations	232.11. 5	
	Purchase and Erection of Four Hutments	1375. 9. 1	
	Fitting up Building as a Laundry	253.11. 5	
	Renovating Teacher's Cottage	52. 0. 4	
	Altering an Outbuilding to make Residence for a Teacher	44.15. 7	
	Blackout Material Purchased for all Windows in School - our own Material being left up at Newbold	234.17. 0	
	Paid to G.C. McFerran for Fixtures etc.	<u>131. 8. 6</u>	2324.13. 4
To	<u>Cost of Altering Aylesbury House, Hockley Heath into Four Flats for Teachers' Accommodation:</u>		
	Alterations and Decorations	304. 5. 1	
	Paid to C.E.T. Cridland for Farm and Fixtures Erection, and Heat and Light Installation of Hut supplied by Air Ministry	115.19. 3	
	Alteration to Outhouses for Cowsheds	<u>243.18. 7</u>	
		90. 7. 8	754.10. 7
To	Packwood Haugh Rent: Paid to September 26 1946	2805. 0. 0	
To	Aylesbury House Rent: Paid to October 31 1946	<u>2379. 9. 8</u>	5184. 9. 8
To	Newbold Mansion Insurances to be charged you as per your Letter January 15 1943:		
	December 25 1941 - June 24 1942	14.10.11	
	June 24 1942 - June 24 1943	29. 1.10	
	June 24 1943 - June 24 1944	29. 1.10	
	June 24 1944 - June 24 1945	29. 1.10	
	June 24 1945 - June 24 1946	<u>29. 1.10</u>	130.18. 3
To	Solicitors' Charges		184. 8. 1
	Schedule of Dilapidations on Packwood as at September 26 1943 including Surveyor's Charge	3719.15. 0	
	Schedule of Dilapidations on Packwood as at September 26 1946 Not including Surveyor's Charge	3250. 0. 0	
	Schedule of Dilapidations on Aylesbury House	<u>159. 2. 6</u>	7128.17. 6
	Removal from Packwood Haugh to Bracknell		<u>1506. 2. 9</u>
			17967.16. 3
	Less Remittances Received from the Air Ministry to date		<u>4800. 0. 0</u>
			13167.16. 3
			=====

APPENDIX K

1949 PLAN TO RETURN THE COLLEGE TO
STANBOROUGH PARK

APPENDIX K

THE 1949 PLAN TO RETURN THE COLLEGE TO STANBOROUGH PARK

(Taken from the British Union Conference
Minutes of 12 January 1949)

The Committee appointed have spent three full days of prayer and council in studying the situation obtaining in the operation of The Stanboroughs Hydro and Newbold College.

The Operating costs have been examined in detail as also have the buildings and estates in which these institutions are located. The details of this survey are set out in the Minutes of the proceedings of the Committee, which Minutes have been distributed to the members of the British Union Conference Executive Committee.

Careful consideration had been given to the present locations of these two institutions in the light of the circumstances now prevailing in the country and in view of the type of work which these institutions are expected to accomplish.

The Sanitarium

It is the opinion of the Committee that the continuence of the Sanitarium at Stanborough Park is likely to result in a constantly recurring operating loss with little satisfaction resulting from the class of patient now attracted to the institution.

The College

One of the most important features in operating a denominational College is the facility accorded to students to earn at least a part of their fees from industry. The possibility of establishing any worthwhile scale of profit-earning industry at Binfield appears to be increasingly remote. This factor is a serious consideration relative to the operating costs of the College and weighs heavily as we think of the future. Both the Sanitarium and the College experience increasing difficulty to operate within a balanced budget in their present locations and apparently will be a source of financial embarrassment to the Union if continued as at present constituted.

Therefore the Committee recommends:

(1) The removal of the Stanboroughs Hydro from Stanborough Park to operate as an economic unit elsewhere. Study as to the future location of the institution to be given by the Union officers and other co-opted members of the committee at an early date.

(2) The removal of the B.U.C. administrative office from

Stanborough Park to occupy the Edgware property - presuming the General Conference will give favourable consideration to our request relative thereto.

(3) The transference to Newbold College from Binfield to Stanborough Park to occupy the Hydro, Annexe and B.U.C. building in amalgamation with the Secondary School as a financial and administrative unit. It is estimated that these properties would accommodate from 208 - 225 students in addition to the present Secondary School day students.

(4) The separation of the Junior department from the Stanboroughs School to operate in harmony with the church school policy under the South England Conference administration. In due time it is proposed that this school would occupy separate premises.

(5) The adoption of a definite policy by the Union Committee authorising the employment of student labour in Granose Food Ltd., The Stanborough Press Ltd., and by the Stanboroughs Estate. Such a policy to be coordinated within the College administration by a special coordination committee the College Business Manager, the College Principal, the Manager of Granose Foods Ltd., the Manager of Stanborough Press Ltd., and the Union President. It is estimated that 66 students could be absorbed by these industries in the first year with an increasing number as contemplated institutional development takes place. This provision of labour facilities for the students of the College should make possible the raising of College fees to £150 per school year. Such an increase in fees is recommended by this Committee. The tentative budget for College operating on this basis would call for an appropriation of approximately £5,330.

(6) The expense incurred in these contemplated changes in locations to be met from the receipts of the sale of Binfield properties and the residue of the College Rehabilitation Account.

(7) That a memorial be drawn up and lodged with the General Conference requesting that the status of Newbold Missionary College be raised to that of a Senior College which would also serve the needs of other sections of the British Empire and Northern Europe.

(8) That we ask the General Conference to arrange a meeting of the officers of the Northern and Southern European Divisions with the officers of the British Union, and for some General Conference Representatives to be present at such a meeting, to give study to the suggestion that such a College would meet the special needs of the European Divisions; further, that this meeting be arranged in time for the report to be brought up at the Fall Council of this year, 1949.

(9) That the Union officers constitute a committee to which other members may be co-opted as necessity arises to expedite the carrying through of the administrative work contemplated by these changes.

(10) That a full council composed of the British Union Conference Executive Committee, the Local Conference and Mission Committees, along with experienced former executive councillors, be called at an early date when these plans would be presented for a vote of the full council.

APPENDIX L

UPGRADING OF EDUCATIONAL INSTITUTIONS

APPENDIX L

RAISING THE STATUS OF EDUCATIONAL INSTITUTIONS

General Conference Action, 21 July 1950

We recommend, 1. That General Conference approval be required in the locating and establishing of junior and senior colleges or the equivalents, the raising of a secondary school to advanced status, and the raising of a junior college to senior college status in all the divisions of the world field.

2. That such authorization shall be sought directly from the General Conference by unions of the North American Division, and in the case of overseas unions from the General Conference by and through the division concerned.

3. That the request for authorization to establish an advanced school or to elevate an existing school to more advanced status shall be accompanied by a report from an inspection committee appointed by the union conference in which the school is located or proposed; this report to describe the purposes of the institution and the field it is to serve, the plans for financing and staffing it, and in the case of an established school the proposed change of organization and scholastic level. In the North American Division a representative from the General Conference Department of Education shall be a member of the inspection committee; in the overseas divisions the educational secretary of the division shall be a member of the inspection committee, and whenever possible a representative of the General Conference Department of Education.

That plans to establish a new advanced school or to raise a secondary school to advanced status, or to raise a junior college to senior college status shall not be implemented or publicized before General Conference approval has been received.

Copied from GC Bulletin, 21 July 1950, p. 231.

APPENDIX M

THE INITIAL AFFILIATION PROPOSAL,

10 JANUARY 1955

APPENDIX M

The Proposed Plan to Affiliate the Newbold Missionary College and Washington Missionary College for Curricula in Ministerial Training and Secondary Teacher Training leading to a Baccalaureate Degree as voted by the Newbold Missionary College Board and the Northern European Division Committees, January 10, 1955

SECTION I

The following is a report of plans made by W. H. Shephard, W. I. Smith and E. E. Cossentine, at the invitation of the Northern European Division for the purpose of exploring the possibility of arranging a relationship between Newbold Missionary College and Washington Missionary College so that the latter might be able to grant the baccalaureate degree in ministerial and secondary teacher training to young people in the Northern European Division attending the Newbold Missionary College.

As stated by a special committee appointed by the Northern European Division Committee, the objectives were as follows:

- "(a) It would tend to prevent the present drift of young people overseas.
- (b) It may attract some of our youth from the universities,
- (c) It would cause us to maintain high standards.
- (d) It would give Newbold Missionary College recognition and prestige with our colleges in the United States of America.
- (e) It would enable us to become members of the Association of Seventh-day Adventist Colleges and Secondary Schools.
- (f) It would help supply our great need of secondary school teachers and give a basis from which our workers could gain credit at the Theological Seminary and possibly for graduate work at universities in this Division."

The special committee stipulated that the control of the Newbold Missionary College should remain with the Division; that is, it was not to become a branch of Washington Missionary College. It also stipulated that the European structure of education was to be preserved. These conditions being right and reasonable, they, and the objectives sought by the field, became our frame of reference in undertaking the work.

In order to make the affiliation recognizable both to American and European educational authorities, it was planned to borrow from both systems of education. In the United States the extension plan is well known and frequently used: the plan of extending the college or university by planting members of its staff in a distant place to conduct courses of study approved by the sending institution, which then grants the credits, diplomas, or degrees earned by the student. In the British system of education, the university college is a recognized institution, a school all or a part of whose curriculum is set up

by another institution which has authority to grant degrees, with the understanding that certain standards are to be met, the examinations usually being set by the degree-granting institution. Also in common practice is the external examination, for instance, the practice in the University of London of granting degrees upon the successful passing of its examinations by students who may never have seen the university.

The plan of affiliation therefore includes the sending of members of the teaching staff of Washington Missionary College to teach in fields related to the affiliation, mutual agreement between the two schools as to the content of courses in the joint programme, and the setting of examinations in all affiliation subjects by Washington Missionary College, or approval by the American college of examinations which it might authorise the teachers resident in England, regular staff or American staff, to set up.

The small committee of three deliberately refrained from attaching any cost estimates to the programme, preferring that the Northern European Division brethren do that. The estimates of costs, therefore, are those made by the officers of the Northern European Division.

In the faculty discussions the visitors sought to come to agreement with the teachers on many details of procedures and course content, so as to minimize the chances of misunderstanding when the actual detail work is done, after the teachers from Washington Missionary College have been added to the staff at Newbold.

The committee were most scrupulous in striving to work from the European point of view, and, while seeking properly to safeguard the academic standards of the college in America which is being asked to confer its degree upon the Northern European Division students graduating at Newbold, to avoid any appearance of projecting into the plan unwarranted stipulations whose chief or only virtue is that we do it that way in America.

We found the workers on all levels most cordial and co-operative, and we left with the impression that they wanted the affiliation and that they were prepared to go forward with the plan described in the recommendations.

SECTION II

1. That the Board of Management of the Newbold Missionary College approve and recommend to the Northern European Division the affiliation of the Newbold Missionary College with Washington Missionary College for the purpose of developing curricula in ministerial training and the preparation of teachers for elementary and secondary schools with such standards as may be

necessary that the Bachelor of Arts degree may be conferred by Washington Missionary College upon those who successfully complete the training courses.

2. That the Board of Trustees of Washington Missionary College and the General Conference Committee be asked to approve the plan of affiliation.
3. That the Board of Trustees of Washington Missionary College be asked to seat in an advisory capacity two members of the Newbold Missionary College Board of Management from the members present in North America for general meetings, when matters pertaining to the affiliation are to be discussed in the Washington Missionary College Board.
4. That upon approval of the plan the administrative officers of Washington Missionary College and the Newbold Missionary College be authorised to proceed with the development of the programme to be started in September, 1955.
5. That the administrative details be worked out in such a manner as will give maximum stability to the programme while assuring Washington Missionary College that students receiving the Bachelor of Arts degree in England have essentially the same training as the students who receive the degree on the Washington Missionary College campus, and at the same time continuing the identity of each of the participating colleges under its Board of Control.
6. That this programme be undertaken for an initial period of four years, from September, 1955 to June, 1959, and that should either college wish to withdraw at the end of the four-year period, it give notice to the other not later than the end of the third year.
7. That two teachers selected by Washington Missionary College be recommended for inclusion in the teaching staff of Newbold Missionary College, initially one for teacher training, and the other for areas where teaching needs are greatest.
8. That the term of service of these two teachers be two years, the first one from September 1955 to June 1957, and the second one from September 1956 to June 1958.
9. That teachers from Washington Missionary College participating in the programme shall have ON LEAVE status from the American college, with no break in their service record as affecting seniority or professional rank.
10. That the entire cost of transporting the participating teachers and their families to and from England be borne by the Northern European Division out of funds provided for that purpose, and not charged against Newbold Missionary College operation; and further,

that the matter of outfitting and rehabilitation allowances and other related financial items be referred for counsel to the General Conference.

11. That conveniently located furnished quarters, either unit homes or apartments, be provided for the visiting teachers, and of such quality as the college is in process of developing for its own teaching families.
12. That visiting teachers plan to arrive in England not less than one week before the opening of their first year at Newbold Missionary College, so that the week preceding the opening can be devoted to a careful review by the entire faculty of the principles of Christian education and their application to the programme of the college.
13. That so far as possible during vacation periods the visiting teachers attend general gatherings and have church appointments for the promotion of Christian education, and for their better acquaintance with the field and its people.
14. That this plan of affiliation include for the present the theology curriculum for ministerial students and curricula for teachers in elementary and secondary schools, with possible future enlargement to include other curricula as the need develops.
15. That the requirement for entrance to the above curricula be the General Certificate of Education, ordinary level, in five subjects, of which one must be English for the theology curriculum, and one English and one Mathematics for the teacher training curriculum, or the certificate of an equivalent examination.
16. That each curriculum be set up by Washington Missionary College and approved by Newbold Missionary College subject to adjustments agreed upon by the two colleges as the programme becomes operative. Each curriculum is to cover four school years of approximately thirty-six weeks each.
17. That the pattern of courses in each curriculum be prepared by Washington Missionary College, but with the distribution of subject matter within the courses to be agreed upon by the two colleges.
18. That the specific courses in each curriculum be taught by properly qualified teachers who will be expected to prepare in each course taught a complete and carefully organized outline of the materials to be covered. Copies of these outlines will be submitted to the administrative officers of the two colleges for approval and reference use, and for consultation in preparing the final terminal examinations in each course.
19. That term examinations in each course be prepared and administered by the teachers concerned, but that the final terminal examinations

issue from Washington Missionary College and be administered under the direction of the administrative officers of Newbold Missionary College.

20. That since Newbold Missionary College has become a senior college, its library facilities be strengthened. A tentative plan for the physical plans has been drafted. According to this plan eighty-five readers would be accommodated and shelving space for fifteen thousand books would be provided.

Newbold Missionary College library with its seven thousand volumes is predominantly a theological library. It is strongly recommended that a well-balanced collection be developed. It is imperative to provide books for the new courses that are to be added to the curriculum. To accomplish this enrichment of the book collection a very liberal book fund for several years is essential. It is strongly recommended that a librarian be appointed whose chief responsibility is the library.

21. That necessary instructional equipment and materials be provided by Newbold Missionary College in science and laboratory areas to meet reasonable needs of students and teachers in the developing programme.
22. That the visiting teachers be given membership on the academic committees of the college.
23. That the visiting teachers designated by Washington Missionary College be recognised as the resident consultants in all matters related to the affiliation programme.
24. That the Board of Management of Washington Missionary College and the Northern European Division undertake to arrange for an exchange of teachers with Washington Missionary College or for placing teachers from Newbold Missionary College in other North American Adventist colleges for service periods of one or more years, and on such terms as can be arranged.

APPENDIX N

AFFILIATION AGREEMENT AS FINALLY

WORKED OUT

APPENDIX N

SUGGESTIVE OUTLINE FOR AFFILIATION AGREEMENT BETWEEN NEWBOLD MISSIONARY COLLEGE AND WASHINGTON MISSIONARY COLLEGE

At the request of the Northern European Division, the General Conference Department of Education has asked Washington Missionary College to assume an affiliation with the Newbold Missionary College for the purpose of preparing workers and teachers for the conferences in the Northern European Division. In harmony with this objective a plan of affiliation has been agreed upon under which the bachelor's degree will be conferred by Washington Missionary College upon students at Newbold Missionary College who complete satisfactorily one of the curricula described herein. The details of this agreement follow.

General and Financial Policies

1. The administrative details will be worked out in such a manner as will give maximum stability to the program while assuring Washington Missionary College that students receiving the bachelor's degrees in England have essentially the same training as the students who receive the degrees on the Washington Missionary College campus, and at the same time continuing the identity of each of the participating colleges under its respective board of control.
2. The Board of Trustees of Washington Missionary College will seat as advisory members two members of the Newbold Missionary College Board of Management from the members present in North America for general meetings, when matters pertaining to the affiliation are to be discussed in the Washington Missionary College Board.
3. The program will be given a trial run of four years, from September, 1955, to June, 1959, and should either college wish to withdraw at the end of the four-year period, notice shall be given to the other not later than the end of the third year.
4. Two teachers selected by Washington Missionary College will be included in the teaching staff of Newbold Missionary College, the one for teacher training, and the other for areas where teaching needs are greatest.
5. The term of service of these two teachers will be two years, the first from September, 1955, to June, 1957, and the second from September, 1956, to June, 1958, etc. Calls for teachers will be processed by the General Conference Secretarial Department.
6. The teachers of Washington Missionary College who will participate in the affiliation program will be released on leave status September 1, for loan to the Newbold Missionary College and the Northern

European Division. Washington Missionary College will resume financial responsibility for the teachers on July 1 of the year in which the term of service ends. While in England the American teachers will receive the same salary as paid to workers in the Northern European Division.

7. It is understood that the teacher's service record will not be impaired with regard to seniority or professorial rank.

8. Social security benefits for these teachers will be continued and the expense thereof will be borne by the Northern European Division.

9. The entire cost of transporting the participating teachers and their families to and from England will be borne by the Northern European Division out of funds provided for that purpose, and not charged against Newbold Missionary College.

10. When the teacher participating in the affiliation program has furniture, the cost of storage will be borne by the Northern European Division. In addition to the above, an outfitting and rehabilitation allowance equal to two-thirds of the regular allowance will be granted, the cost of which will be assumed by the Northern European Division.

11. For the visiting teachers, Newbold Missionary College will provide conveniently located furnished quarters, either unit home or apartments, of such quality as the college is in process of developing for its own teaching families.

12. It is planned that the visiting teachers will arrive in England not later than one week before the opening of their first year at Newbold Missionary College, so that the week preceding the opening can be devoted to a careful review by the entire faculty of the principles of Christian education and their application to the program of the college.

13. Insofar as is practicable during vacation periods, the visiting teachers will attend general gatherings and have church appointments for the promotion of Christian education, and for becoming better acquainted with the field and its people.

Academic Policies

In addition to the diploma given by Newbold Missionary College, the baccalaureate degree will be conferred by Washington Missionary College upon students who complete the equivalent of four years of work at Newbold Missionary College. The curriculum content of these four years will be in harmony with the requirements at Washington Missionary College as approved by its faculty. Three programs will be offered, one in preparation for the ministry and Bible Instructors, one in preparation for teaching in elementary schools, and one in preparation for teaching in secondary schools, with possible future enlargement to include other curricula as needed.

THEOLOGY CURRICULUM

The curriculum outlined for Theology includes the requirements for the Bachelor of Arts degree which is conferred on the ministerial students at the time of graduation.

While the major field of specialization is Religion, each student will also complete a major in History.

Each ministerial student is encouraged to secure several months of experience in literature evangelism and, if possible, to connect with an evangelistic campaign during one summer of his college course.

A. Basic Course Requirements	Sem. Hours
1. Freshman English	6
2. Literature	4
3. New Testament Greek	14
4. Natural Science - Mathematics	10
Six hours must be in a laboratory science. The other four hours may be in either mathematics or science.	
5. Religion	30
Eighteen hours must be from the upper division.	
Required: Fundamentals of Christian Faith--4 hours; Life of Christ or Parables of Jesus--2 hours; Old Testament Backgrounds--2 hours; Spirit of Prophecy--2 hours; Messages of the Prophets--4 hours; Advanced Daniel and Revelation--4 hours; New Testament Epistles--6 hours; Biblical Topics--2 hours. The major in religion is not offered except with essential cognate courses. (See Item 11 for these.) A student who has no secondary school credit in religion will take Bible Survey in the freshman year in preparation for his specialization.	
6. History	27
A major to accompany a major in Religion consists of 27 hours including the following: Survey of Europe--6 hours; Modern Europe--6 hours; Church History--6 hours; Ancient History--4 hours; Seminar in History--1 hour. A total of 15 upper division hours is required.	
7. Fundamentals of Education	3
8. Principles & Methods of Health	2
Required in freshman or sophomore year.	
9. Orientation or its equivalent	1
Required in the first semester of the freshman year. Students admitted with advanced standing will not be required to take this course.	
10. Physical Education or its equivalent (2 semesters)....	1
Required for graduation unless excused by the college physician. Must be taken in the freshman or sophomore year.	

- 11. The following cognate requirements: Fundamentals of Speech--4 hours; General Psychology--3 hours; Conducting--1 hour; Pulpit Public Address--4 hours; Introduction to the Ministry--6 hours.
 - 12. Plus electives to total 128 hours.
- B. Forty semester hours as a minimum for the upper division.
- C. A 1.0 average overall and a 1.25 average on majors and minors.
- D. Make a satisfactory score on the comprehensive examination. (See page 34 of W.M.C. 1955-56 bulletin.)

SUGGESTED SCHEDULE OUTLINE FOR MAJOR IN RELIGION

First Year	Semester	Hours
Fund. of Christian Faith	2	2
Freshman English	3	3
Orientation	1	-
Greek Grammar	4	4
*Science or Mathematics	3	3
Survey of Europe	3	3
Physical Education (Two semesters)	$\frac{1}{2}$	$\frac{1}{2}$
	<u>16$\frac{1}{2}$</u>	<u>16$\frac{1}{2}$</u>

Second Year

Life of Christ or Parables of Jesus	2	or	2
Greek Reading	3		3
Fundamentals of Speech	2		2
Principles & Methods of Health	2		-
General Psychology	-		3
Fundamentals of Education	3		-
*Science or Mathematics	2		2
Conducting	-		1
Elective	2 or 0		1 or 3
History	<u>2</u>		<u>2</u>
	16		16

Third Year

Old Testament Backgrounds	2	or	2
Pulpit Public Address	2		2
Literature	2		2
Daniel and Revelation	2		2
Spirit of Prophecy	2	or	2
The Ancient World	2		2
Religion elective	2		2
Electives	<u>2-4</u>		<u>2-6</u>
	16		16

Fourth Year

Church History	3	3
New Testament Epistles	3	3
Messages of the Prophets	2	2
Introduction to the Ministry	3	3
Biblical Topics	1	1
History Seminar	1	-
Modern Europe	3	3
Electives	-	1
	16	16

* Six hours must be in a laboratory science.

BIBLE INSTRUCTOR CURRICULUM

This curriculum has been arranged for young women who wish to make Bible Work their professions, and whose interest leads them to qualify for a Bachelor of Arts degree with a major in Religion. In addition to the major in Religion, each student should select a second major which is applicable on a B.A. degree.

Field Work: The student planning to be a Bible Instructor will be guided in field activities. In connection with the class in Bible Instructor's Methods, the student will be given opportunity to conduct Bible reading, and will also be encouraged to accept an office in student leadership such as Prayer Band leader, Missionary Volunteer Officer, Sabbath School Officer, etc. In the senior year the Bible Instructor candidate's record will be re-examined by the faculty of the Department of Religion and the nature of the final field experience determined. All Bible Instructor students are encouraged to secure several months of experience in literature evangelism and, if possible, to connect with an evangelistic effort during one summer of her college course.

First Year

	Semester	Hours
Fund. of Christian Faith	2	2
Freshman English	3	3
**Language (Modern or ancient)	3-4	3-4
Orientation	1	-
Survey of Europe	3	3
*Science or Mathematics	3	3
Physical Education (Two semesters)	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	15 $\frac{1}{2}$

Second Year

Parables of Jesus	-		2
Principles and Methods of Health	2		-
Fundamentals of Education	3	or	3
*Science or Mathematics	2		2
Fundamentals of Speech	2		2
Personal Evangelism	2		2
Electives	3 or 6		3 or 6
Social Science	2		2
	<u>16</u>		<u>16</u>

Third Year

Bible Instructor's Methods	3		-
Daniel and Revelation	2		2
Literature	2		2
Messages of the Prophets	2		2
Electives	7		10
	<u>16</u>		<u>16</u>

Fourth Year

New Testament Epistles	3		3
Old Testament Backgrounds	2	or	2
Spirit of Prophecy	2	or	2
Biblical Topics	1		1
Religion elective	2		2
Electives to complete second major	6-8		6-8
	<u>16</u>		<u>16</u>

* Six hours must be in a laboratory science.

** If a student has taken two years of modern language in a secondary school, he will take 6 semester hours of the same language in college. If he has less than 2 years from the secondary school or changes to a different language he will take 14 hours in college.

ELEMENTARY TEACHING

The purpose of this curriculum is to provide professional training for elementary school teachers and leads to the Bachelor of Science degree.

First Year

	Semester	Hours
Orientation	1	-
Bible Survey or Fund. of Christian Faith	2	2
Freshman English	3	3

First Year (continued)

Science--Field Natural History or Human Anatomy & Physiology	3	3
Fundamentals of Education	3	-
Gen. Psychology or Ed. Psychology	-	3
Health and Hygiene	-	2
School Arts and Crafts	-	2
Survey of Mathematics	2	-
Physical Education	$\frac{1}{2}$	$\frac{1}{2}$
Art for Teacher Education	<u>1</u>	<u>1</u>
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

Second Year

Fundamentals of Speech	2	2
Life of Christ & Parables of Jesus	2	2
Survey of Europe	3	3
Child Growth & Development	3	-
Principles of Geography	-	3
Introduction to Literature	2	2
Elements of Music	2	-
Music Appreciation	-	2
School Music (Practicum)	-	2
Principles of Sociology	<u>3</u>	<u>-</u>
	17	16

Third Year

Daniel and Revelation	2	2
Science	3	3
History	3	3
The Child and the Curriculum	7	5
Lang. Arts --4 hours		
Social Studies--3 hours		
Arithmetic--2 hours		
Science in Elem. School--2 hours		
The Curriculum--1 hour		
Elective	<u>-</u>	<u>3</u>
	15	16

Fourth Year

Literature in the Elementary School	2	-
Student Teaching	14	-
History and Philosophy of Education	-	3
Elective	-	11
Physical Education in the Elementary School (Practicum)	<u>-</u>	<u>2</u>
	16	16

SECONDARY TEACHING

Preparation for teaching in secondary schools is made by completing the following requirements:

- a. Basic requirements for the B.A. degree. (See below).
- b. A major in the principal teaching field.
- c. A minor in a second teaching field.
- d. 18 semester hours in secondary education to meet certification requirements. Specific requirements are Fundamentals of Education--3 hours; Educational Psychology--3 hours; Techniques of Secondary Teaching--3 hours; Student Teaching --3 hours; plus electives selected from such courses as Educational Measurements, History and Philosophy of Education, Adolescent Psychology, and Guidance

A. Basic Course Requirements	Semester Hours
1. Freshman English	6
2. Literature	4
3. Modern Language	6-14
If a student has taken two years of modern language in a secondary school, he will be required to take six semester hours of the same language in College. If he has taken two or more years and changes to a different language, he must take fourteen semester hours in one language. A student having no language in his preparatory course will be required to take fourteen hours in a modern language.	
4. Natural Science--Mathematics	10
Six hours must be in a laboratory science. The other four hours may be in either mathematics or science.	
5. Religion	12-16
A student offering three or more years of religion from the secondary school will take twelve hours; one presenting less than three years will take sixteen hours. At least four hours of the Religion requirement must be taken in the upper division. A student who has no secondary school credit in religion will take Bible Survey in the freshman year.	
6. Social Science--Survey of Europe required	10
7. Fundamentals of Education	3
8. Health and Hygiene	2
Required of all students in freshman or sophomore year.	
9. Orientation or its equivalent	1
Required in the first semester of the freshman year. Students admitted with advanced standing will not be required to take this course.	
10. Physical Education or its equivalent (Two semesters)	1
Required for graduation unless excused by the college physician. Must be taken in the freshmen or sophomore year.	
11. Plus electives to total 128 hours.	

- B. Forty semester hours as a minimum from the upper division.
- C. Sufficient concentration in one department to meet the requirements for a major as set forth in the department offering the major.
- D. A minor, two minors, or a second major. Religion minors require a second minor.
- E. Make a satisfactory score on the comprehensive examination. (See W.M.C. catalog for 1955-56, page 34.)

1. Admission to these programs shall be the General Certificate of Education, ordinary level, in five subjects, of which one must be English for the theology curriculum, and one English and one Mathematics for the teacher-education programs, or the certificate of an equivalent examination.

2. A semester hour's credit is given for eighteen fifty-minute class periods or the equivalent including time given for examinations. A minimum of 48 clock hours of laboratory is considered equivalent to a semester hour's credit. The school year will be approximately 36 weeks in length. The number of recitations or its equivalent in laboratory periods each week is the same as the number of hours credit in the course.

3. All courses will bear descriptive titles.

4. Grades are recorded in the following terms: A--superior, three quality points for each hour of credit; B--above average, two quality points for each hour of credit; C--average work, one quality point for each hour; D--inferior work, no quality points; F--failure, minus one quality point for each hour; I--incomplete, work not completed because of illness or some other unavoidable delay; W--withdrew early in semester; Wp--withdrew, passing at time of withdrawal; Wf--withdrew, failing at time of withdrawal, minus one quality point for each hour.

5. The scholastic requirements for the degree such as grade-point averages in effect at Washington Missionary College will also apply to candidates for the degree at Newbold Missionary College. The grade-point average is figured by dividing the number of hours earned into the total quality points earned.

6. All academic records for candidates for degrees from Washington Missionary College must be transferred to the Registrar at Washington Missionary College at the close of each semester.

7. All students on the affiliation program will take the Graduate Record Examinations in the sophomore and senior years as is done by students at Washington Missionary College.

8. Candidates for graduation will pay in the semester at the close of which they are to be graduated a graduation fee of \$5.00.

9. The specific courses in each curriculum are to be taught by properly qualified teachers who will be expected to prepare in each course taught a complete and carefully organized syllabus of the materials to be covered. Copies of these syllabi will be submitted to the administrative officers of the two colleges for approval and reference use, and for consultation in preparing the final terminal examinations in each course.

10. Term examinations in each course will be prepared and administered by the teachers concerned, but the final semester examinations will issue from Washington Missionary College and will be administered under the direction of the administrative officers of Newbold Missionary College.

11. The library of Newbold Missionary College will be prepared to meet the needs of students and teachers in the curricula under consideration as well as having books, periodicals, and other essential materials in other related areas of the college program.

12. The Newbold Missionary College will provide the necessary instructional equipment and materials in science and laboratory areas to meet the needs of students and teachers in the developing program.

13. The visiting teachers will be given membership on the academic committees of Newbold Missionary College.

14. The visiting teachers designated by Washington Missionary College will be recognized as the resident consultants in all matters related to the affiliation program.

Source: Washington Missionary College (Columbia Union College)
Board Minutes, 13 June 1955.

APPENDIX 0

THE FIRST COLLEGE CONSTITUTION, 1953

APPENDIX O

THE FIRST NEWBOLD MISSIONARY COLLEGE CONSTITUTION
AS VOTED BY THE NORTHERN EUROPEAN DIVISION, 18
DECEMBER 1952 AND BY THE BRITISH UNION CONFERENCE,
1 JANUARY 1953

I. CONSTITUENCY

1. The Constituency shall consist of
 - (a) The members of the General Conference Committee who may be present at any Constituency Meeting
 - (b) The members of the Northern European Division Executive Committee
 - (c) The members of the British Union Conference Executive Committee
 - (d) The administrative officers of Newbold Missionary College.
2. The Chairman of the Constituency shall be the President of the Northern European Division and the Secretary of the Constituency shall be the Principal of Newbold Missionary College.
3. The Constituency shall convene biennially, notice of which meeting shall be given in writing not less than twenty-one days prior to the time of meeting and by publication in the official organ of the Northern European Division not less than one month prior to the time appointed.
4. The Constituency shall elect biennially
 - (a) The members of the College Board in accordance with Article II Section I
 - (b) The members of the College Executive Committee in accordance with Article III Section I
5. The Constituency shall receive reports on the operation of the College from the College Board.

II. COLLEGE BOARD

1. The College Board shall consist of twenty-four members as follows:
 - President of the Northern European Division, Chairman
 - President of the British Union Conference, Vice-Chairman
 - Principal of Newbold Missionary College, Secretary
 - Secretary of the Northern European Division
 - Treasurer of the Northern European Division
 - Educational Secretary of the Northern European Division
 - President of the East Nordic Union Conference
 - President of the Netherlands Union Conference
 - President of the West Nordic Union Conference
 - President of the Ethiopian Union Mission
 - President of the West African Union Mission
 - Business Manager of Newbold Missionary College
 - Twelve persons nominated by the British Union Conference
2. Meetings of the College Board shall be called by the Secretary at the request of the Chairman or in the absence of the Chairman at the request of the Vice-Chairman.
3. A quorum of the College Board shall be two-thirds of the College Board membership.
4. Board meetings shall be held at regular intervals, with not less than two meetings annually, and whenever possible these meetings shall be held at the College.
5. Proceedings of the Board shall be kept in complete, accurate minutes of every meeting, and such minutes shall be distributed to all members of the College Board.
6. A complete permanent file of these minutes shall be kept in the office of the Secretary.
7. The functions of the College Board shall be
 - (a) To formulate general policies for the operation of the College in harmony with the principles of Christian Education as taught by Seventh-day Adventists,
 - (b) To build and maintain a college plant adequate to the needs of the Division field,
 - (c) To elect, transfer, or discharge the administrative officers, faculty, and staff of the College,
 - (d) To set salary rates for all administrative, faculty, and staff members in harmony with the wage scale policies of the Northern European Division of Seventh-day Adventists.

- (e) To provide for adequate financial support for the College in all its authorized activities,
 - (f) To require regular financial statements from the College management and such information as may be required,
 - (g) To authorise the preparation of an annual budget and to approve it,
 - (h) To set student fees and establish all rules governing financial relationships of students to the College,
 - (i) To fill vacancies in the College Board and College Executive Committee between meetings of the Constituency.
8. The College Principal is responsible for the execution and application of all official actions of the College Board.

III. EXECUTIVE COMMITTEE

1. The College Executive Committee shall consist of eleven members appointed by the College Board, as follows:
 - President of the Northern European Division, Chairman
 - President of the British Union Conference, Vice-Chairman
 - Principal of Newbold Missionary College, Secretary
 - Business Manager of Newbold Missionary College
 - Secretary of the Northern European Division
 - Treasurer of the Northern European Division
 - Educational Secretary of the Northern European Division
 - Four members nominated by the British Union Conference
2. Meetings of the College Executive Committee shall be called by the Secretary at the request of the Chairman or in the absence of the Chairman at the request of the Vice-Chairman.
3. A quorum of the College Executive Committee shall be five.
4. Proceedings of the Executive Committee shall be kept in complete accurate minutes of every meeting, and such minutes shall be distributed to all members of the College Board.
5. A complete, permanent file of these minutes shall be kept in the office of the Secretary.
6. The function of the Executive Committee shall be to administer the College in harmony with the actions and policies of the College Board.
7. The College Principal is responsible for the execution and application of all official actions of the College Executive Committee.

IV. FINANCE

1. The Sources of support shall be:
 - (a) Fees paid by students
 - (b) Appropriations granted by the Northern European Division
 - (c) Contributions made by Union Conferences and Union Missions on such bases as may be authorized by the Division Committee in Council.
 - (d) Earnings from all industrial activities undertaken by the College.
 - (e) From appeals to the membership through the Union Conferences and Union Missions as may be authorized by the Division Committee.
2. The Division Auditor shall be the Auditor of the College accounts.

V. OWNERSHIP AND MAINTENANCE OF PHYSICAL PLANT

1. The property shall continue to be held by British Advent Missions Limited.
2. The College Board shall make adequate provision for the maintenance of buildings, grounds and facilities.

VI. AMENDMENTS

Amendments to the Constitution can only be made by the Constituency by a two-third vote of those present. "

APPENDIX P

THE REVISED COLLEGE CONSTITUTION, 1959

APPENDIX P

NEWBOLD MISSIONARY COLLEGE CONSTITUTION -

AS AMENDED, APRIL 9, 1959

ARTICLE I. CONSTITUENCY

1. The Constituency shall consist of
 - (a) The members of the General Conference Committee who may be present at any Constituency Meeting,
 - (b) the members of the Northern European Division Executive Committee,
 - (c) the members of the British Union Conference Executive Committee,
 - (d) the administrative officers of Newbold Missionary College.
2. The Chairman of the Constituency shall be the president of the Northern European Division and the Secretary of the Constituency shall be the Principal of Newbold Missionary College.
3. The Constituency shall convene biennially, notice of which meeting shall be given in writing not less than twenty-one days prior to the time of meeting, and by publication in the official organ of the Northern European Division not less than one month prior to the time appointed. The Constituency shall be called by the Secretary at the request of the Chairman.
4. The Constituency shall elect biennially the members of the College Board in accordance with Article II Section I.
5. The Constituency shall receive reports on the operation of the College from the College Board.

ARTICLE II. COLLEGE BOARD

1. The College Board shall consist of not more than twenty-seven members as follows:

President of the Northern European Division, Chairman
President of the British Union Conference, Vice-Chairman
Principal of Newbold Missionary College, Secretary
Secretary of the Northern European Division
Treasurer of the Northern European Division

Educational Secretary of the Northern European Division
 President of the Finland Union Conference
 President of the Netherlands Union Conference
 President of the Swedish Union Conference
 President of the West Nordic Union Conference
 President of the Ethiopian Union Mission
 President of the West African Union Mission
 Business Manager of Newbold Missionary College
 Nine persons nominated by the British Union Conference Committee
 Up to five persons nominated by the Northern European Division
 Committee.

2. Meetings of the College Board shall be called by the Secretary at the request of the Chairman or in the absence of the Chairman, at the request of the Vice-Chairman.
3. A quorum of the College Board shall be two-thirds of the College Board membership.
4. Board meetings shall be held at regular intervals, with not less than two meetings annually, and whenever possible these meetings shall be held at the College.
5. Proceedings of the Board shall be kept in complete, accurate minutes at every meeting, and such minutes shall be distributed to all members of the College Board.
6. A complete permanent file of these minutes shall be kept in the office of the Secretary.
7. The functions of the College Board shall be
 - (a) to formulate general policies for the operation of the College in harmony with the principles of Christian education as taught by Seventh-day Adventists, and to create such bodies as may be necessary for carrying on the work of the College,
 - (b) to build and maintain a college plant adequate to the needs of the Division field,
 - (c) to elect, transfer, or discharge, the administrative officers, faculty, and staff of the College,
 - (d) to set salary rates for all administrative, faculty and staff members in harmony with the wage scale policies of the Northern European Division of Seventh-day Adventists,
 - (e) to provide for adequate financial support for the College in all its authorized activities.
 - (f) to require regular financial statements from the College management and such information as may be required.

- (g) to authorize the preparation of an annual budget and approve it,
 - (h) to set student fees and establish all rules governing financial relationships of students to the College,
 - (i) to fill vacancies in the College Board between meetings of the Constituency
8. The College Principal is responsible for the execution and application of all official actions of the College Board.

ARTICLE III. EXECUTIVE COMMITTEE

1. The College Executive Committee shall consist of eleven College Board members responsible to and appointed biennially by the College Board, and shall include
 - President of the Northern European Division, Chairman
 - President of the British Union Conference, Vice-Chairman
 - Principal of Newbold Missionary College, Secretary
 - Business Manager of Newbold Missionary College
 - Secretary of the Northern European Division
 - Treasurer of the Northern European Division
 - Educational Secretary of the Northern European Division
 - Three members nominated by the British Union Conference Committee
 - One member nominated by the Northern European Division Committee
2. Meetings of the College Executive Committee shall be called by the Secretary at the request of the Chairman or in the absence of the Chairman, at the request of the Vice-Chairman.
3. A quorum of the College Executive Committee shall be five.
4. Proceedings of the Executive Committee shall be kept in complete, accurate minutes of every meeting and shall be kept in the office of the Secretary.
5. The function of the Executive Committee shall be to administer the College in harmony with the actions and policies of the College Board.
6. The College Principal is responsible for the execution and application of all official actions of the College Executive Committee.
7. When vacancies occur between meetings of the Constituency, the Northern European Division Committee shall be empowered to nominate replacements, except in the case of individuals originally nominated by the British Union Conference, who shall be replaced by the nominees of the British Union Conference Committee.

ARTICLE IV. AMENDMENTS

Amendments of this Constitution shall require the vote of two-thirds of those present at any regular or specially called Constituency Meeting, provided notice of possible changes in the Constitution be intimated in the call to any special meeting.

Source: NED Min, 9 April 1959.

APPENDIX Q

THE REVISED COLLEGE CONSTITUTION, 1980

APPENDIX Q

CONSTITUTION OF NEWBOLD COLLEGE

(Amended 26 November 1980)

Article I - Constituency

1. The Constituency shall consist of:
 - a. The members of the General Conference Committee and designated representatives from Andrews University and Columbia Union College who may be present at any Constituency Meeting.
 - b. The members of the Northern European Division Executive Committee.
 - c. Such members of the Euro-Africa Division Committee as may be nominated by that committee including the Principals of Marienhöhe Seminary and French Adventist Seminary.
 - d. The members of the British Union Conference Executive Committee.
 - e. The members of the Newbold College Board.
 - f. The administrative officers and academic department heads of Newbold College.
 - g. Such representatives from within the Northern European Division as may have been invited by the Division Committee in terms of General Conference and Division Working Policy to attend the Division Council.
2. The Chairman of the Constituency shall be the president of the Northern European Division and the Secretary of the Constituency shall be the Principal of Newbold College.
3. The Constituency shall convene quadrennially at such time as may be arranged in connection with the calling by the Northern European Division of a Division Council, notice of which meeting shall be given in writing not less than twenty-one days prior to the time of meetings, and by publication in the general church paper of the Northern European Division not less than one month prior to the time appointed. The Constituency shall be called by the Secretary at the request of the Chairman.
4. The Constituency shall elect quadrennially the members of the Newbold College Board in accordance with Article II, Section I.
5. The Constituency shall receive reports on the operation of the institution from the Board.

Article II - Board

1. The Newbold College Board shall consist of not more than twenty-eight members as follows:

President of the Northern European Division, Chairman
 President of the Euro-Africa Division, Vice Chairman
 President of the British Union Conference, Vice Chairman
 Principal of Newbold College, Secretary
 Secretary of the Northern European Division
 Treasurer of the Northern European Division
 Director of Education of the Northern European Division
 Secretary of the Euro-Africa Division
 Treasurer of the Euro-Africa Division
 Director of Education of the Euro-Africa Division
 President of the Afro-Mideast Division
 President of the African-Indian Ocean Division
 Presidents of Union Conferences of the Northern European
 Division
 Two Presidents of the Union Conferences of the Euro-Africa
 Division
 Up to five persons nominated by the Northern European Division
 Committee, at least one of whom shall be a layman
 Two persons nominated by the British Union Conference Committee
 One person nominated by Andrews University Board of Trustees
 One person nominated by Columbia Union College Board

2. Meetings of the Board shall be called by the Secretary at the request of the Chairman or in the absence of the Chairman at the request of a Vice Chairman.
3. A quorum of the Board shall be fourteen members.
4. Board meetings shall be held at regular intervals, with no less than two meetings annually, and whenever possible these meetings shall be held at Newbold College.
5. Proceedings of the Board shall be kept in complete, accurate minutes of every meeting, and such minutes shall be distributed to all members of the Board.
6. A complete permanent file of these minutes shall be kept in the office of the Secretary.
7. The functions of the Board shall be:
 - a. To formulate general policies for the operation of Newbold College in harmony with the principles of Christian education as taught by Seventh-day Adventists, and to create such bodies as may be necessary for carrying on the work of the institution.

- b. To build and maintain campus facilities adequate to the needs of the Constituency.
 - c. To elect for the quadrennial period, transfer and discharge, the administrative officers and appoint the faculty and staff.
 - d. To set salary rates for all administrative, faculty and staff members in harmony with the wage scale policies of the Northern European Division of Seventh-day Adventists.
 - e. To provide for adequate financial support for the institution in all its authorised activities.
 - f. To require from the instructional management regular financial statements and such information as may be needed.
 - g. To consider and vote the annual budget of Newbold College.
 - h. To set fees and establish rules governing financial relationships of students to Newbold College.
8. The Principal is responsible for the execution and application of the actions taken by the Board.
9. When vacancies occur between meetings of the Constituency the Northern European Division Committee shall in consultation with the officers of the Euro-Africa Division be empowered to appoint replacements subject to nominations where required.

Article III - Executive Committee

1. The Executive Committee of the Board shall consist of nine Board members responsible to and appointed quadrennially by the Board and shall consist of:
 - President of the Northern European Division, Chairman
 - President of the British Union Conference, Vice Chairman
 - Principal of Newbold College. Secretary
 - Secretary of the Northern European Division
 - Treasurer of the Northern European Division
 - Director of Education of the Northern European Division
 - Director of Education of the Euro-Africa Division
 - One member nominated by the Northern European Division Committee
 - One member nominated by the British Union Conference Committee
2. Meetings of the Executive Committee shall be called by the Secretary at the request of the Chairman or in the absence of the Chairman at the request of the Vice Chairman.

3. A quorum of the Executive Committee shall be five.
4. Proceedings of the Executive Committee shall be kept in complete, accurate minutes of every meeting and shall be kept in the office of the Secretary.
5. The function of the Executive Committee shall be to act on behalf of the Board between its regular meetings to ensure that Newbold College is administered in harmony with the policies of the Board. This includes employment and termination of employment of staff.
6. The Principal is responsible for the execution and application of the actions of the Executive Committee.
7. When vacancies occur among members of the Executive Committee nominated by the Northern European Division Committee or the British Union Conference Committee, the Northern European Division Committee shall be empowered to appoint replacements as nominated by the same committees.

Article IV - Amendments

Amendments of this Constitution shall require the vote of two-thirds of those present at any regular or specially called Constituency Meeting, provided that notice of possible changes in the Constitution be intimated in the call of any special meeting.

Source: Newbold College File, Office of Dean of Graduate Studies, Andrews University.

APPENDIX R

MEMORANDUM ON EXTENSION SCHOOLS

APPENDIX R

MEMORANDUM ON A CONFERENCE RELATIVE TO THE REQUEST
OF THE NORTHERN EUROPEAN DIVISION TO OFFER EXTENSION
WORK EACH SUMMER AT NEWBOLD COLLEGE

[Undated but prepared before 1 September 1964]

PRESENT: Richard Hammill, Dean Leffler, Dean Murdoch, and Registrar
Dyresen

All of us at Andrews are anxious to start the extension work at Newbold. We feel that it would be a very helpful service for the brethren in the Northern European Division. We recognize the problem they have of sending their students to Andrews for further education and we would like to cooperate in bringing the education to the students as much as possible.

There is one major problem, and that is that the faculty of the Seminary and Graduate School have opposed allowing all the work for a degree to be done in extension schools. During the past winter there was a very lively faculty meeting over this occasioned by the request that students taking extension work in our California Extension School be allowed to finish all of their requirements and to receive a degree on the basis of extension credits alone. At that time the faculty took an action that they would require for the Master of Arts degree that 12 semester hours be done in residence for students who had earned credit in our extension schools. In order to make a change in this policy we would have to have faculty approval for it, and we are not sure they would agree.

Therefore, we suggest to the Northern European Division that we would provide for their young people to take all their work through our extension schools at Newbold with the exception of 12 semester hours, and that they send the students to Andrews for a summer session or a semester to complete this 12 semester hours.

Andrews would then undertake to offer each summer extension courses at Newbold College, and with the help of the faculty at Newbold, on these conditions:

- a. That 12 semester hours of work be done in residence at Andrews University
- b. That no student be admitted as a degree candidate unless he has finished the Newbold B.A., or a recognized B.A. from another institution; and, in the latter case, subject to the student making up deficiencies because, presumably, his B.A. would not have been in the field of theology.
- c. That we offer one stream to begin with, namely, in Systematic Theology and Religion. We probably would not be able to send a wide enough variety of teachers to

to enable the students to major in Church History or New Testament or Old Testament, or Applied Theology.

- d. That included in the requirements for the degree would be one course in American culture.
- e. That the Northern European Division make a special appropriation of \$1,000 to the Newbold College Library each year in which an extension school is held there, and that this \$1,000 be spent by their librarian in consultation with Dr. Murdoch so that we can obtain for their library the books needed to support the courses that would be offered by our teachers.
- f. That the Northern European Division carry the expenses of shipping our library books to Newbold (when necessary) and the cost of preparing and shipping the syllabi. As much as possible, stencils will be cut at Andrews University and mailed to Newbold for mimeographing.

Source: Newbold College Historical File, Office of Dean of Graduate Studies, Andrews University.

APPENDIX S

TABLE SHOWING BRITISH UNION
CONFERENCE STATISTICS

APPENDIX S
MEMBERSHIP AND TITHE IN THE BRITISH UNION
CONFERENCE FROM 1903

<u>YEAR</u>	<u>MEMBERSHIP</u>	<u>TITHE</u>
1902	1028	
1903	1160	3080. 4. 11
1904	1364	3266. 19. 0
1905	1515	4051. 5. 11
1906	1727	4753. 1. 9
1907	1812	4895. 14. 11
1908	1674	5149. 11. 10
1909	1811	5393. 7. 8
1910	1939	5434. 0. 2
1911	2045	5859. 12. 0
1912	2355	6181. 19. 1
1913	2422	7147. 5. 6
1914	2671	7144. 15. 5
1915	2798	7941. 6. 10
1916	2874	9638. 8. 4
1917	2982	11697. 5. 10
1918	3253	15662. 4. 6
1919	3343	19392. 10. 9
1920	3487	24038. 19. 5
1921	3622	22709. 0. 0
1922	3672	20976. 7. 6
1923	3815	21816. 10. 6
1924	4054	22767. 4. 0
1925	4206	23063. 5. 9
1926	4450	22337. 6. 11
1927	4546	22897. 4. 0
1928	4473	22980. 13. 1
1929	4545	24229. 18. 4
1930	4656	24653. 15. 5
1931	4743	24769. 9. 6
1932	4868	23695. 7. 5
1933	5038	24322. 8. 7
1934	5195	25323. 10. 10
1935	5358	26745. 15. 4
1936	5525	27792. 18. 7
1937	5757	28381. 15. 1
1938	5921	31751. 17. 2
1939	5966	31740. 10. 8
1940	5915	34212. 18. 0
1941	5955	41296. 18. 1
1942	6085	47478. 12. 7
1943	6184	53301. 10. 8
1944	6353	59363. 11. 4
1945	6372	62595. 2. 0
1946	6168	62731. 17. 6
1947	6167	69123. 11. 4

<u>YEAR</u>	<u>MEMBERSHIP</u>	<u>TITHE</u>
1948	6367	76223. 8. 4
1949	6493	79235.13. 6
1950	6666	83351. 0. 2
1951	6797	87289.16. 2
1952	6936	94266. 2. 9
1953	7357	103730. 7. 1
1954	7535	108808. 1. 1
1955	7813	118634.17.11
1956	8081	133437.19. 1
1957	8252	145879.14. 7
1958	8681	157116.18. 7
1959	8921	172982. 0. 1
1960	9277	197085. 1. 1
1961	9561	206927.11. 3
1962	9882	226786.15. 6
1963	10084	240180.12. 4
1964	10341	261450. 0. 5
1965	10502	299290. 3. 6
1966	10884	327333.11. 2
1967	11219	353570. 5. 4
1968	11666	368672.14. 3
1969	11812	383137. 0. 4
1970	12145	423818.14. 1
1971	12313	472599.82
1972	12418	556521.36
1973	12511	643488.40
1974	12497	776604.57
1975	12719	946616.81
1976	12797	1154225.85
1977	13115	1246659.04
1978	13556	1402207.87
1979	13997	1679294.53
1980	14569	2009175.13

Source: Statistical File, President's Office, British Union Conference of Seventh-day Adventists, Watford, England.

APPENDIX T

QUESTIONNAIRE ON NEWBOLD COLLEGE

APPENDIX T

QUESTIONNAIRE ON NEWBOLD COLLEGE [For Information]

NOTE: I am using the name "Newbold College" to cover the whole period of the British College's history from 1902 to the present. Please use the actual full name of the college in your time when you need to refer to it.

Please answer as many of the questions as fully as you can, but do not be concerned if some questions cannot be answered.

Thank you in advance for your generous help.

-
1. Full name _____
 2. Nationality _____
 3. Secondary Education (post-primary or elementary)
 - (a) Name of School _____ (b) Dates _____
 - (c) What type _____ (d) To what level or year _____
 4. Post Secondary Education:
 - (a) Name of College or University _____
 - (b) Dates _____
 - (c) What field/area _____
 - (d) What degree/diploma earned _____
 5. Postgraduate Education:
 - (a) Name of Institution _____
 - (b) Dates _____
 - (c) What field/area _____
 - (d) What degree earned _____
 6. What relationship did/do you have to Newbold:
 - (a) Student: Dates _____
 - (b) Teacher: In what area _____ Date _____
 - (c) Non-teaching position: In what area _____
Dates: _____
 - (d) Board Member: Date _____
 - (e) Other: elaborate _____

7. Please name the college administration during your time (give full names where possible):

(a) Chairman/men of the board: _____

(b) Principal(s): _____

(c) Business Manager(s): _____

(d) Registrar(s): _____

(e) Men's preceptor(s): _____

(f) Ladies' preceptress(s): _____

8. Please give the total number of staff (teaching and non-teaching) as accurately as possible for the years you were involved with Newbold.

_____ (Estimate if necessary)

9. Please give the total number of students for the years you were involved with Newbold _____ (Estimate if necessary)

10. Please give the number of graduates in your class (if you were a student there) _____

Please list as many names of those graduates as you can remember. _____

11. Please list the names of courses that you took as a student or taught as a teacher: _____

12. Please list the industries and opportunities for manual labour available at Newbold during the period of your relationship _____

13. Please list the names of the British Union administrators during the period of your relationship to Newbold:

President(s) _____

Secretary-treasurer(s) _____

Education Secretary(ies) _____

14. Do you have in your possession any items pertaining to Newbold that would be of interest to me as a researcher. Please indicate what, how many, and then elaborate a little.

Diplomas: _____

Certificates: _____

Grade cards: _____

Bulletins: _____

Minutes: _____

Letters: _____

Diaries: _____

Pictures/charts: _____

Other: _____

15. If you own any of the items listed in 14 would you be willing to let me have the original/photocopy. Any expense involved I would take care of

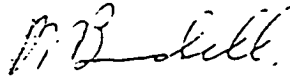
YES NO

Note: If you are prepared to part with an original may I please suggest that you donate it to a college archive such as Newbold's after I have studied it?

16. Please list for me any other contacts that you feel I should question, besides those listed on the enclosed name sheet.

17. Please write down for me any experience, anecdote, procedure or any other information that pertains to Newbold, particularly to administrative issues and decisions. Please allow me to be the judge of their validity. Please include the names of published and unpublished documents and their whereabouts that you know about but do not possess.

Use the reverse sides of this questionnaire. Thank you again for helping me in my research on our school.

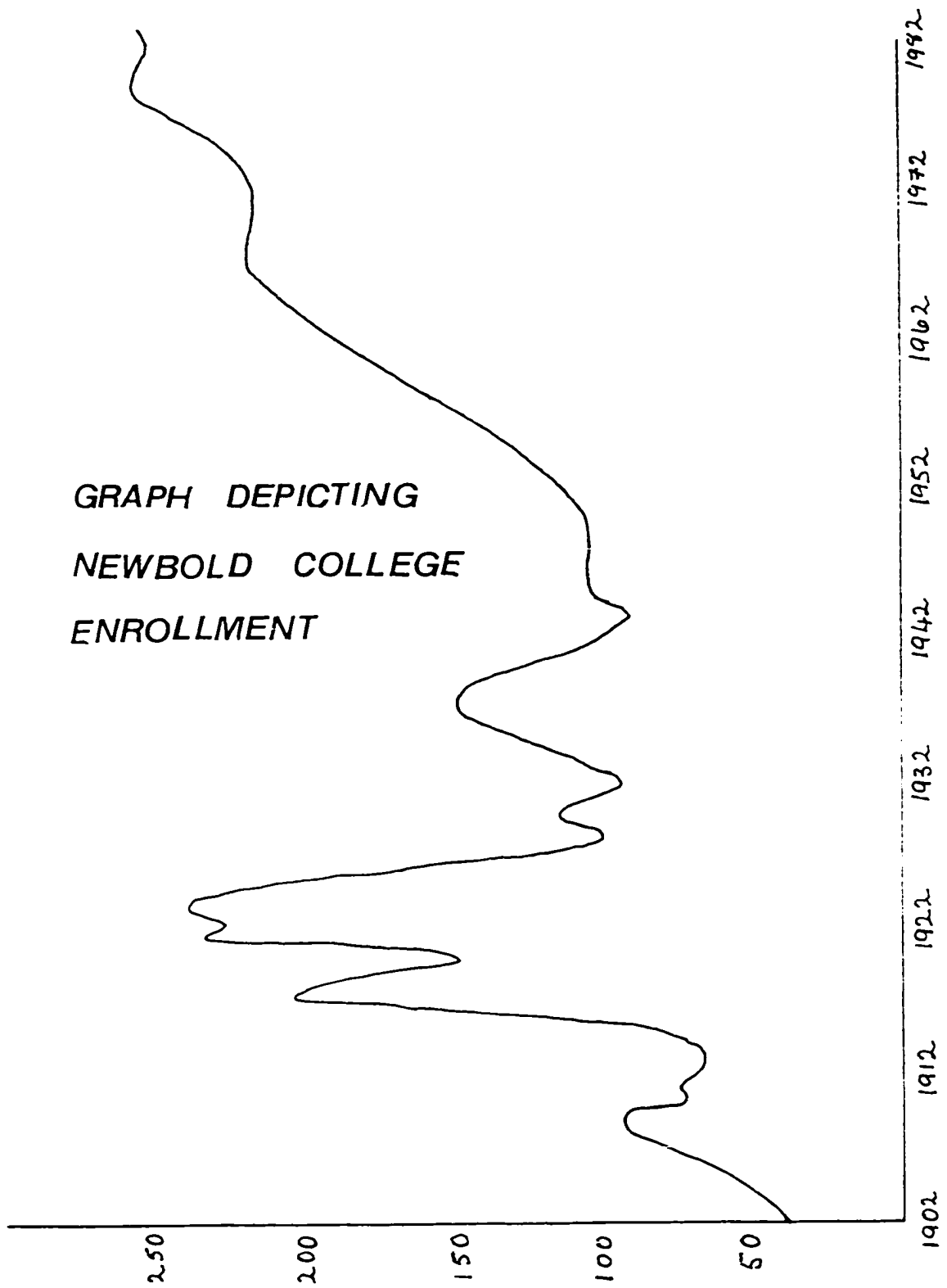


Derek C. Beardsell

APPENDIX U

GRAPH DEPICTING NEWBOLD COLLEGE
ENROLLMENT

APPENDIX U



BIBLIOGRAPHY

BIBLIOGRAPHY

Correspondence

Several correspondence sources were used for this study.

1. Archives of the General Conference of Seventh-day Adventists, Washington, D.C. Approximately 1,000 pages of correspondence relating to Newbold College were located in the Archives. They were taken from the following collections: Record Group 11, Presidential incoming and outgoing correspondence 1898-1925, relating to the European and Northern European Divisions 1922-1925, 1935, 1935-1959; Record Group 21, Secretarial incoming and outgoing correspondence 1900-1925, relating to the European and Northern European Divisions 1926-1959; Record Group 31, Treasury incoming and outgoing correspondence relating to the British Union Conference 1945-1949, to the Northern European Division 1951-1954; Education Department microfiche files 1960-1970.

2. Personal correspondence file. Approximately one hundred pages of personal correspondence were collected from persons in various parts of the world acquainted with Newbold College. An information questionnaire was sent to 120 persons. The returned questionnaires provided information regarding the college. The personal letters and questionnaires are filed in a personal file retained by the author.

3. The British Union Conference files provided letters mainly

relating to World War II and the requisition of the Newbold Revel estate.

4. The E. G. White Research Center at Andrews University provided letters and manuscripts relating to the work of the Adventist church in England and the need for a school.

Interviews

Recorded tapes and tape manuscripts of personal interviews are held in the author's personal file. These include interviews with W. G. C. Murdoch, R. E. Graham, R. W. Olson, E. E. White, E. H. Foster, and D. Throssell.

Minutes and Reports

The following minutes and reports were researched.

Annual Statistical Reports of the Seventh-day Adventist Church 1902-1980.

Minutes of the British Union Conference 1902, 1914-1973.

Report of the Education Convention held at College View, Nebraska, 1906.

Minutes of the European Division 1921-1928.

Report of the Education Convention held at Blue Ridge. 1937.

Financial Statements and reports of Newbold College, 1921-1941, 1945-1972.

Minutes of the Foreign Mission Board 1889-1906.

The General Conference Bulletin 1899-1930, 1950.

Minutes of the General Conference 1897-1970.

Report of the British Union Conference Ministerial Institute 1938.

Minutes of the Newbold College Board October 1954-1976.

Minutes of the Newbold College Faculty 1954-1974.

Minutes of the Northern European Division August 1928-1970.

Minutes of Washington Missionary College 1955.

Report of the Educational Convention held at Newbold College 1969.

Dissertations, Theses and other Academic Papers

Bacon Shone, Amanda. "Project on Moor Close, Binfield." B.A. paper for the Open University. No date.

Barham, Nigel G. "The Progress of the Seventh-day Adventist Church in Great Britain, 1878-1974." Ph.D. dissertation, University of Toronto, 1976.

Beardsell, Derek C. "George Royal Avery - A Rich Poor Man." M.A. thesis, Andrews University, 1967.

Boothby, Janelle. "Newbold College,: Term paper, Heritage Room, Andrews University, 1981.

Delafield, Trevor, J. "A Conceptual Model of Seventh-day Adventist Organization for the Local Church." D.Min. dissertation, Andrews University, 1978.

Hook, Milton. "The Avondale School and Adventist Educational Goals, 1894-1900." Ed.D. dissertation, Andrews University, 1978.

Kurtz, Arnold. "A Response to Elder Charles Bradford's Paper: 'A Theology of Church Organization and Administration.'" Andrews University Seventh-day Adventist Theological Seminary, 1982, [Personal File].

Lindsay, Allan G. "Goodlow Harper Bell: Pioneer Seventh-day Adventist Christian Educator." Ed.D. dissertation, Andrews University, 1982.

Reid, Ross. "Herbert Camden Lacey (1871-1950)." Term paper, Heritage Room, Andrews University, 1982.

Riches, Rex. "The Beginnings of Expansion in the British Mission of the Seventh-day Adventist Church 1887-1902 in the light of History and the Personal Opinions of E. G. White." Term paper, E. G. White Research Center, Andrews University, 1974.

Robertson, John J. "Arthur Grosvenor Daniells: The Effect of Australasia upon the Man and His Work as Revealed through Correspondence with W. C. White and Ellen G. White." M.A. thesis, Andrews University. 1966.

"The Work in England: A compilation of the E. G. White Statements and Counsels regarding the Work in Great Britain (1885-

1903)." Compiled by the Ellen G. White Estate, General Conference of Seventh-day Adventists. Washington D.C., September 1950.

Valentine, Gilbert Murray. "William Warren Prescott: Seventh-day Adventist Educator." Ph.D. dissertation, Andrews University, 1982.

Books

- Armfelt, Roger. The Structure of English Education. London: Cohen and West, 1966.
- Armytage, W. H. G. Four Hundred Years of English Education. Cambridge, England: Cambridge University Press, 1964.
- Bander, Peter. Looking Forward to the Seventies. Gerrards Cross, England: Colin Smythe, 1968.
- Baron, G. Society, Schools and Progress in England. Oxford, England: Pergamon Press, 1965.
- Beaver, R. Pierce, ed. American Missions in Bicentennial Perspective. South Pasadena, CA: William Carey Library, 1977.
- _____, ed. To Advance the Gospel: Selections from the Writings of Rufus Anderson. Grand Rapids, MI: William B. Eerdmans Publishing Co., 1967.
- Brown, W. J. Chronology of Seventh-day Adventist Education: Century of Adventist Education 1872-1972. Washington, D.C.: General Conference of Seventh-day Adventists, 1972.
- Cadwallader, E. M. A History of Seventh-day Adventist Education. Berrien Springs, MI: Andrews University, 1958.
- Churchill, Winston S. The Second World War: The Gathering Storm. Cambridge, England: Cambridge University Press, 1948.
- Clark, Harold W. Crusader for Creation: The Life and Writings of George McCready Price. Mountain View, CA: Pacific Press Publishing Assn., 1966.
- Conant, James Bryant. The American High School Today. New York: McGraw-Hill Book Co., 1959.
- Crisler, C. C. Organization: Its Character, Purpose, Place and Development in the Seventh-day Adventist Church. Washington D.C.: Review and Herald Publishing Assn., 1938.
- DeLafield, D. A. Ellen G. White in Europe. Grantham, England: Stanborough Press, 1975.

- Education in Britain. London: Central Office of Information, November 1966.
- Gosden, P. H. J. H. Education in the Second World War: A Study in Policy and Administration. London: Methuen and Co., 1976.
- Hagstotz, Gideon D. The Seventh-day Adventists in the British Isles: 1878-1933. Lincoln NE: Union College Press, 1936.
- Historical Sketches of the Foreign Missions of the Seventh-day Adventists. Basle, Switzerland: Imprimerie Polyglotte, 1886.
- Howell, Emma E. The Great Advent Movement. Washington, D.C.: Review and Herald Publishing Assn., 1935.
- Hutcheson, Richard G. Wheel Within the Wheel. Atlanta, GA: John Knox Press, 1979.
- Katz, Daniel, and Kahn, Robert L. The Social Psychology of Organizations. New York: John Wiley, 1967.
- Knight, George R. Philosophy and Education: An Introduction in Christian Perspective. Berrien Springs, MI: Andrews University Press, 1980.
- Kuhn, May Cole. Leader of Men, The Life of Arthur G. Daniells. Washington, D.C.: Review and Herald Publishing Assn., 1946.
- Liddell Hart, B. H. History of the Second World War. London: Cassell and Co., 1970.
- Loughborough, J. N. Rise and Progress of the Seventh-day Adventists with Tokens of God's Hand in the Movement. Battle Creek, MI: General Conference Assn., 1892.
- _____. The Great Second Advent Movement Its Rise and Progress. Nashville, TN: Southern Publishing Assn., 1905.
- Marwick, Arthur. The Home Front: The British and the Second World War. London: Thames and Hudson, 1976.
- Middleton, Nigel and Weitzman, Sophia. A Place for Everyone: A History of State Education from the End of the 18th Century to the 1970s. London: Victor Gollancz, 1976.
- Montgomery, Oliver. Principles of Church Organization and Administration. Washington, D.C.: Review and Herald Publishing Assn., 1942.
- Olsen, M. E. A History of the Origin and Progress of the Seventh-day Adventists. Washington, D.C.: Review and Herald Publishing Assn., 1932.

- Porter, D. S. A Century of Adventism. Grantham, England: Stanborough Press, 1974. [This booklet was prepared as a special edition of the Messenger journal.]
- Preparing the Way of the Lord: History, Faith and Service of Seventh-day Adventists. Watford, England: Stanborough Press, 1936.
- Robertson, John J. A. G. Daniells The Making of a General Conference President, 1901. Mountain View, CA: Pacific Press Publishing Assn., 1977.
- Robinson, Ella M. S. N. Haskell: Man of Action. Washington, D.C.: Review and Herald Publishing Assn., 1967.
- Schwarz, Richard W. Light Bearers to the Remnant. Mountain View, CA: Pacific Press Publishing Assn., 1979.
- Smith, W. O. L. Education in Great Britain. London: Oxford University Press, 1964.
- Spalding, Arthur W. Christ's Last Legion. Washington, D.C.: Review and Herald Publishing Assn., 1949.
- Stanborough Park, A Description of the Property. Watford, England: British Union Conference, 1907.
- Sutherland, E. A. Living Fountains or Broken Cisterns. Battle Creek, MI: Review and Herald Publishing Co., 1900.
- Thomsen, Russel J. Seventh Day Baptists: Their Legacy to Adventists. Mountain View, CA: Pacific Press Publishing Assn., 1971.
- Tanner, Daniel, and Tanner, Laurel N. Curriculum Development. New York: Macmillan Publishing Co., 1980.
- Vande vere, Emmett K. The Wisdom Seekers. Nashville, TN: Southern Publishing Assn., 1972.
- Views of Stanborough College. Watford, England, 1920.
- Wardle, David. English Popular Education 1780-1970. Cambridge, England: Cambridge University Press, 1970.
- Wehtje, Myron F. And There Was Light: A History of South Lancaster Academy, Lancaster Junior College, and Atlantic Union College. South Lancaster, MA: The Atlantic Press, 1982.
- White, F. G. Education. Mountain View, CA: Pacific Press Publishing Assn., 1952.
- Fundamentals of Christian Education. Nashville, TN: Southern Publishing Assn., 1923.

_____. Testimonies For the Church. Vol. 6. Mountain View,
CA: Pacific Press Publishing Assn., 1900.

Encyclopedias and Yearbooks

Encyclopaedia Britannica, 15th ed.. s.v. "Education."

Moyer, Elgin S., ed. Who was Who in Church History. Chicago:
Moody Press, 1962.

Neil, Stephen. Anderson, Gerald H. and Goodwin, John, eds.
Concise Dictionary of the Christian World Mission. Nashville,
TN: Abingdon Press, 1971.

Neufeld, Don F., ed. Seventh-day Adventist Encyclopedia, rev. ed.
Washington, D.C.: Review and Herald Publishing Assn., 1976.

Seventh-day Adventist Yearbook. Battle Creek, MI: Review and
Herald, 1887-1894.

Yearbook of the Seventh-day Adventist Denomination. Washington, D.C.:
Review and Herald Publishing Assn., 1904-1972.

Newspapers and Periodicals

The Advent Survey, Watford, England, 1929-1941.

British Advent Messenger, Watford, England, 1936-1960.

Daily Telegraph, London, England, 29 November 1967.

Eastern Tidings, Lucknow, India, April 1916

Journal of Adventist Education, Washington, D.C., 1904-1967.

Messenger, Grantham, England, 1977-1983.

Missionary Worker, Watford, England, 1902-1935.

Northern Light, Watford, England, 1951-1983.

Old Newboldian, Binfield, England, 1980-1983.

Present Truth, Watford, England, 1900-1950.

The Progressive Volunteer, Watford, England, 1940-1947.

Quarterly Review of the European Division, 1912-1928.

The Rugby Advertizer, Rugby, England, 28 August 1931.

The Review and Herald, Battle Creek, MI, 1886-August 1903; Washington, D.C., August 1903-1972.

Youth Instructor, Washington, D.C., 1937, 1947.

College Bulletins and Annuals

Duncombe Hall College Prospectus, Holloway Road, London, 1902-1906.

Stanborough Park Missionary College Annual Calendar, Watford, Herts., 1907-1931.

Newbold Missionary College Bulletin, Rugby, Warwickshire, 1931-1946.

Newbold College Bulletin, Binfield, Berkshire, 1946-1983.

Crossroads, Binfield, Berkshire 1970-1980.

Focus, Binfield, Berkshire, 1962.

Logos, Binfield, Berkshire, 1975.

Memoirs, Rugby, Warwickshire, 1931.

Newbold, Rugby, Warwickshire, 1939.

Telstar, Binfield, Berkshire, 1958-1961.

Livingstone College Annual Report for the Year 1919-20, Leyton, London.

Brochures

The Stanboroughs, Sales promotion brochure produced by Sedgwick, Son and Weall, Watford, Herts., 1906.

VITA

NAME: Derek Crowther Beardsell

DATE OF BIRTH: July 26, 1934

PLACE OF BIRTH: Suji, Pare, Tanzania

WIFE: Joy (nee Barrett)

CHILDREN: Eileen, b. 1957; Beryl, b. 1959; Robert, b. 1960

EDUCATION:

- 1954 Diploma---Four Year General Arts program
Helderberg College
Somerset West, Cape, South Africa
- 1956 Bachelor of Arts
University of South Africa
Pretoria, South Africa
- 1967 Master of Arts---History
Andrews University
- 1983 Doctor of Philosophy--Educational Leadership and
Management
Andrews University

PROFESSIONAL EXPERIENCE:

- 1955-1959 Teacher, Ikizu Secondary and Training School, Musoma,
Tanzania
- 1959-1963 Schools Supervisor, Adventist Schools System, Kenya
- 1963-1966 Director, Youth and Education Departments, East African
Union, Kenya
- 1967-1970 Director, Youth, Lay and Temperance Departments, Central
African Union, Burundi
- 1970-1972 Dean of Men, Newbold College, Bracknell, England
- 1973-1976 Director, Youth and Education Departments, British
Union Conference, Watford, England
- 1976-1980 President, Tanzania Union, Arusha, Tanzania
- 1980 Director, Youth and Communications Departments, Afro-
Mideast Division, Nicosia, Cyprus

1981 Pastor. South England Conference, England (3 months)
1982-1983 Graduate and Research Assistant, Andrews University