

A STUDY OF  
SEVENTH-DAY ADVENTIST ACADEMIES  
IN  
THE UNITED STATES

By

DELBERT LEE MILLAM

A THESIS

submitted to the

OREGON STATE AGRICULTURAL COLLEGE

in partial fulfillment of  
the requirements for the  
degree of

MASTER OF SCIENCE

June 1937

APPROVED:

[REDACTED]

---

Professor of Secondary Education  
In Charge of Major

[REDACTED]

---

Head of Department of Education

[REDACTED]

---

Chairman of School Graduate Committee

[REDACTED]

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Chairman of College Graduate Council

### Acknowledgments

To the many principals of the Seventh-Day Adventist Academies who furnished the requested data, the writer is under great obligation; for without their cooperation he could not have secured the basic information pertinent to this study.

To Dr. R. J. Clinton, Professor of Education, the writer wishes to express his sincere gratitude for guidance, for useful and stimulating suggestions, and for his critical reading of the manuscript.

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CHAPTER I  
INTRODUCTION

The Problem

There are private schools of many kinds and operated for various reasons. Some of these have high standards and do good work. Others are mere money-making schemes and give as little as possible in return for the fees collected. As a general rule the denominational schools operated by the Protestants have a good standing. The writer has undertaken the problem of making a STUDY OF SEVENTH-DAY ADVENTIST ACADEMIES IN THE UNITED STATES. Two reasons might be given for making the study:

1. Because so little is known regarding these schools; nothing has been written about them.
2. Because the writer has a deep personal interest in Christian education.

Purpose of the Study

It is the purpose of this study to gather information regarding the academies and to put it in such form that it may be available for reference in the future. By securing copies of the school calendars and sending questionnaires to the several schools information regarding the time of their establishment, the plan of



organization, their number and location, the school plant and its equipment, the curricula and ideals of the schools, the student body and organizations for the same, and the qualifications of the teaching staff was gathered. This information has been tabulated and the results written up in the following study.

### Interest in the Study

While the writer has for years been deeply interested in Christian education, this is the first opportunity he has had to study the educational system intensively. The interest and religious tolerance of his major professor and others were an encouragement and an inspiration to him in his study. Many of the academy principals and officers of the General Department of Education evidenced a real interest in the work and willingly gave their assistance in gathering the information contained in this study. As the study has progressed, the interest in it has deepened.

### A World-Wide Work

There is a relatively small and little-known denomination called the Seventh-Day Adventists with a membership of 422,968 scattered in all parts of the world. It employs 12,185 evangelistic laborers and

13,000 institutional workers. During the past thirty-five years, it has sent 4,063 workers to foreign fields. It owns and operates 69 publishing houses; conducts work in 578 languages in 353 countries and islands of the world. It has 72 sanitariums, 64 treatment rooms, 208 advanced schools and many elementary schools. Thirty-three food companies are owned by it. These institutions represent an investment of \$56,045,988.38. Since the time of its organization in 1863 it has spent \$238,865,840.28 for home and foreign mission work. In order to carry on this great world-wide program it maintains a system of Christian education and trains its army of workers. Of the two hundred eight advanced schools scattered throughout the world, 103 are in North America.

#### Beginning of Educational Work

The subject of Christian education early engaged the attention of the Adventist people. After the "disappointment" of 1844, the children of Adventist parents were subjected to petty persecution by their schoolmates. They were called "Millerites" and were asked when they were "going up." The seventh day Sabbath caused them many embarrassing moments. The parents desired schools where their children could be trained for a special work;

that of proclaiming the Advent Message to all the world.

A temporary school was operated for a time near Battle Creek, Michigan, but when the teacher moved away the work was discontinued. Nothing of a permanent nature was done until the matter was taken in hand by Professor G. H. Bell. "The arrival of this remarkable man in Battle Creek may be said to have marked the beginning of our educational work."<sup>1</sup> Bell went to Battle Creek for treatment. While at the sanitarium, he spent some time working on the grounds. He made friends with the neighborhood boys and they often asked him to help them with difficult problems in arithmetic or puzzling constructions in grammar. His explanations were simpler and clearer than those of their teachers and the boys requested that he become their teacher. "Other people heard of Professor Bell's genius as a teacher and he was encouraged to start a school, and did so, conducting it at first in a cottage on Washington Avenue, near the sanitarium.....The school was a pronounced success from the start. The instruction was at once sympathetic and thoroughgoing; the children made rapid progress, and enjoyed their work."<sup>2</sup>

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<sup>1</sup> Olsen, M. Ellsworth, A History of the Origin and Progress of Seventh-Day Adventists. p. 332.

<sup>2</sup> Ibid. p. 333.

From this humble beginning, the school grew rapidly. In January 1876, a new building was dedicated and named Battle Creek College. There were no dormitories, but the students boarded in private homes; the charge for board, room and plain washing was \$2.50 per week. This school was later moved to a rural location near Berrien Springs, Michigan and is now known as Emmanuel Missionary College.

Soon there was a demand for other colleges. South Lancaster Academy was opened in Massachusetts in the year 1882. It has grown into a college and is called Atlantic Union College. However, the academy division is still called South Lancaster Academy. In the same year, another school was opened in the West. This was first operated for some years at Healdsburg, California and was known as Healdsburg College. After a time, a rural site was purchased on Howell Mountain near Angwin. This college is operating under the name of Pacific Union College. Both of these schools early gave attention to industrial training. "In the early period of Healdsburg College, gardening, horticulture, carpentry, printing, and tent-making were among the industries carried on....."<sup>3</sup> At South Lancaster, harness-making, printing, cobbling, and broom-

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<sup>3</sup> Ibid. p. 339.

making were taught. It was the purpose to conduct these schools on the plan of the schools of the prophets; making the study of the Scriptures and industrial work the foundation studies.

In 1893 another school was started at Milton, Oregon. Some years later, this was moved to a new site near Walla Walla, Washington and the college is known as Walla Walla College. Another was begun near Lincoln, Nebraska in the year 1889. The last of the senior colleges was established at the headquarters of the denomination at Takoma Park in the year 1904. This is the Washington Missionary College.

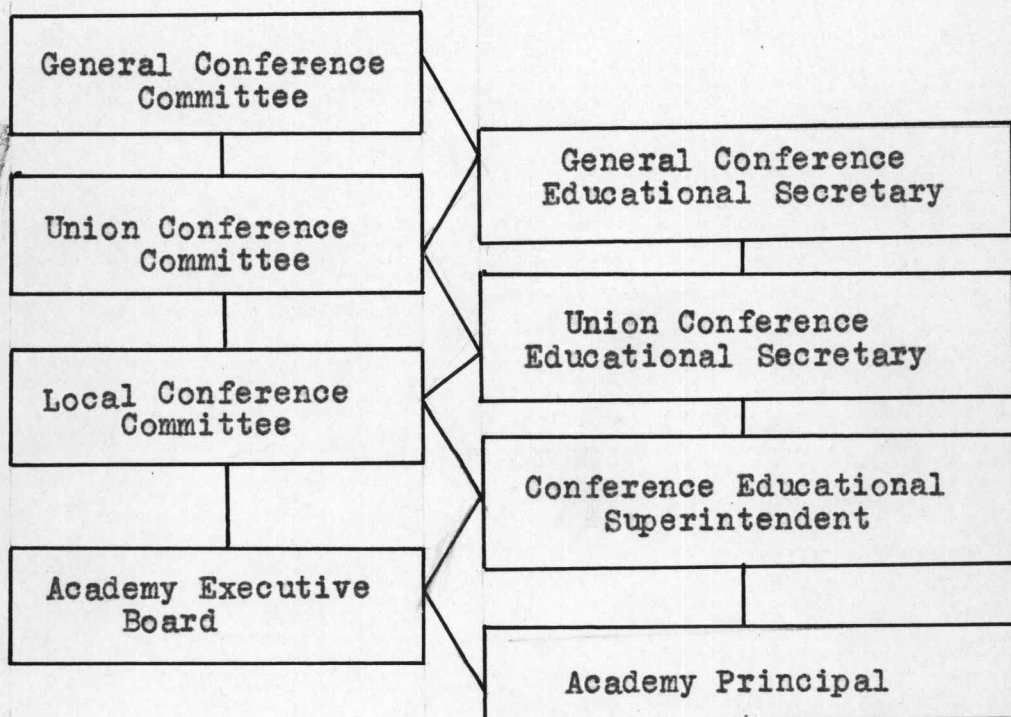
With the college established a new need arose. In order to supply the colleges with the kind of young people desired, secondary schools were needed. These were soon started.

#### Plan of Organization

All the work carried on by the Seventh-Day Advent-people is under the direction of the General Conference Executive Committee. The president of the General Conference is chairman of this committee. The various phases of the work are divided into twelve departments of which the educational is one. This department is headed by the Educational Secretary. He has two or more

associates. The plan of organization is presented in graphic form. The Educational Secretary of the General Department of Education is a member of the General Conference Committee. He is responsible for the supervision of educational matters and acts as adviser to the

Graph 1



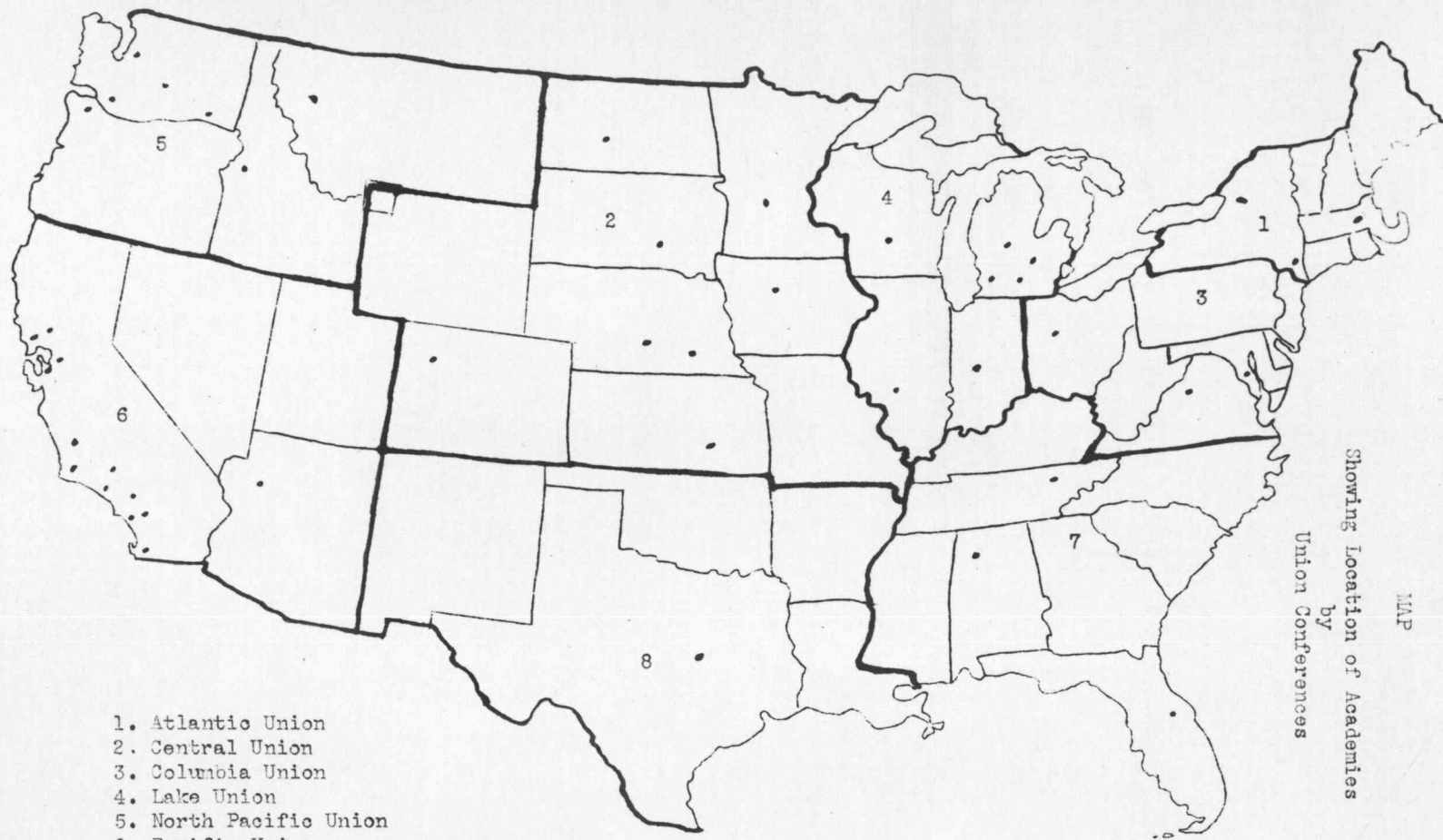
General and Union Conference in matters pertaining to his department. The Union Secretary is a member of the Union Committee in the same manner. Each committee is subordinate to the one next higher up and each departmental man looks to the man higher in office for counsel and plans.

### Number and Location

It is interesting to note that these academies are scattered over the greater portion of the United States. The map on page 9 shows the location of each. California has by far the greatest number of any state; a dozen being located in this one state. Michigan and Washington each have four, New York and Nebraska two. Grouping them by Union Conferences; the Pacific Union has thirteen; Central Union eight and Lake Union and North Pacific Union have seven each. Michigan was the headquarters of the Adventist work for some years. This may account for the large number of academies in that state. California has several sanitariums and a publishing house owned by the organization and therefore has many institutional workers in addition to a large membership. Perhaps this is the reason why so many schools are found in that state.

### Date of Establishment

The greatest number of these academies were started within the past twenty years. Only three were started earlier than 1897; fourteen during the decade from 1917 to 1926 which was a time of prosperity and financial boom. Only four are of recent origin. Table I shows the dates of establishment by decades, beginning with 1877 and continuing to the present. Some few academies



1. Atlantic Union
2. Central Union
3. Columbia Union
4. Lake Union
5. North Pacific Union
6. Pacific Union
7. Southern Union
8. Southwestern Union

MAP  
Showing Location of Academies  
by  
Union Conferences



were added to established colleges and, therefore, no dates were given. Others gave the date when the academies were organized as separate institutions.

Table I

## Date of Establishment

Dates by Decades	No. of Schools
1877-1886	1
1887-1896	2
1897-1906	7
1907-1916	6
1917-1926	14
1927-1936	4
Total No. of Schools	34

## Methods of Getting Materials

The writer searched the library of the Oregon State College for information regarding the Seventh-Day Adventist Academies. Only a brief mention of some of the colleges was found, but nothing regarding the academies. Being unable to find information in the library, a letter was sent to the Educational Department of the General Conference of Seventh-Day Adventists at Takoma Park, D. C. requesting a complete list of the academies in the United States with the addresses.

Letters were written to each school on the list, asking for a copy of the latest calendar of the academy. Of the forty-five schools, forty-three responded with either a calendar or a copy of the school annual which contained the information desired. These calendars and annuals were studied carefully. Information regarding the curricula offered, the cost of tuition, board, room, and the regulations governing them was gathered and tabulated. While some calendars gave information regarding the degrees held by members of the faculty, others did not.

After studying the calendars, a questionnaire was prepared asking for additional information which would be of use in this study. A copy of the questionnaire together with a letter of explanation was sent to each of the forty-five academies. Return envelopes were sent to all; stamped and addressed. Those to schools far away were prepared for return by air in order that the returns might come back from them as quickly as from those nearby. It was also thought that by enclosing an air mail envelope it would help impress the fact that the information asked for was needed soon. The returns from them came quickly, but the others were slow in coming in. After a time, reminders were sent to all who had not returned the questionnaires. Still some

did not come. A third letter was prepared and sent to those who had failed to respond to the second request. All these were sent by air with the request that they be returned in the same manner. This brought results and the replies came back promptly. A total of thirty-eight replies had been received before May 1, on which date the study was closed to additional material.

Therefore, this study is based on the information contained in the forty-three calendars, the thirty-eight questionnaires, a copy of the 1937 Year Book of the Seventh-Day Adventist Denomination, a copy of the latest available Statistical Report (1935) of the General Conference, a history of the denomination and personal knowledge. The information gathered was tabulated and tables prepared to show the results obtained in the study.

#### Limitations of the Study

The educational system of the Adventist people is world-wide and includes elementary and intermediate schools, junior and senior academies, junior and senior colleges, nurses' training schools and a medical college. The field is too broad for a study of this nature and, therefore, this study is limited to the senior academies in the United States. No attempt is made to evaluate

the work done or to compare the academies with the public schools. Comparisons are usually embarrassing and definite standards of measurement have not been established.

The schools have not kept full and accurate records of some items asked for in the questionnaire; as for example, the church and not the school, keeps the record of baptisms. No separation of records for the number of buildings, acreage of land and inventory value of equipment is made for the academic and collegiate departments of schools which have the two departments. Neither are records kept for the percentage of the student body which was baptized at the opening of each school year; therefore the information regarding this subject is limited to the current year. Day schools do not have industries and provide means whereby the youth may earn their expenses as is done in the boarding schools. These facts have influenced the study.

CHAPTER II  
MATERIALS OF THE STUDY

School Plants

The type of education given in Seventh-Day Adventist Schools interested the writer several years ago, and because of this interest he gathered the material which furnished the basis of the following study.

The study reveals that only thirty-two answered the questions regarding the number and kinds of buildings. Table II given below shows the number of schools

Table II

Number of Buildings

No. of Buildings	No. of Schools
1-2	6
3-4	5
5-6	8
7-8	5
9-10	4
11-12	2
13-14	1
15-16	0
17-18	0
19-20	1
-----#	---
53-54	<u>1</u>
Total No. of Schools	<u>32</u>

# indicates an omission of two or more intervals.

reporting the various number of buildings. It will be noticed that one school reports fifty-three, which is many more than any other school. This figure is taken from the report of the Oakwood Junior College Academy, a school for the Negroes in the South. Perhaps it follows the same plan that is used in the African schools; that of having many small dormitories; thus the great number of buildings. Of the total number reported, by far the greatest portion of the schools have less than ten buildings. Only a few have a good-sized plant.

Table III shows the number of frame buildings. The majority of the buildings are frame structures.

Table III

## Frame Buildings

No. of Buildings	No. of Schools
1-2	4
3-4	3
5-6	8
7-8	5
9-10	3
11-12	1
13-14	1
-----	----
19-20	1
-----	----
51-52	1
Total No. of Schools	<u>27</u>

The grouping is very similar to that in the table for the number of buildings.

Brick buildings rank second in number, with a few stone, stucco, and concrete buildings as shown in Table IV.

Table IV

## Brick, Stone, Stucco, and Concrete Buildings

No. of Buildings		No. of Schools
Brick	1-2	10
	3-4	1
	5-6	1
	Total Brick Buildings	<u>12</u>
Stone	1-2	4
Stucco	1-2	3
	3-4	0
	5-6	1
	Total Stucco Buildings	<u>4</u>
Concrete	1-2	1
	Grand Total	<u>21</u>

A more accurate picture of the accommodations provided for the instruction of the youth is given in the number of classrooms provided. Table V shows the findings. It will be observed that the greater number of the schools provide from four to six classrooms for use in giving instruction. The academies,

Table V

## Class Rooms Provided

No. of Rooms	No. of Schools
4-6	16
7-9	14
10-12	6
13-15	0
16-18	1
Total No. of Schools	<u>37</u>

in connection with the colleges, reported only the number of rooms used for secondary classes.

The question was asked as to whether the rooms provided are sufficient. Fifteen answered "No," and twenty gave an affirmative answer. This indicates that approximately three-sevenths of the schools studied are crowded.

The writer asked for the inventory value of all buildings. Inasmuch as some of the academies are operated in connection with junior or senior colleges, the figures for the number and value of buildings are influenced by this fact. The buildings are not all classified separately; neither is the value of those used for classes in the academy listed separately. Some omitted the answer entirely; others gave figures for the entire school plant. The returns for the



twenty-nine which answered are given in Table VI. As the figures are widely scattered, and in some cases influenced by the connection with the other department of the school, no averages are given. It will be seen that several of the schools have an inventory value between eleven and thirty thousand dollars.

Table VI

## Inventory Value of Buildings

Value	No. of Schools
\$1,000-10,000	2
11,000-20,000	4
21,000-30,000	4
31,000-40,000	1
41,000-50,000	2
51,000-60,000	5
61,000-70,000	2
71,000-80,000	2
81,000-90,000	2
91,000-100,000	2
101,000-120,000	0
121,000-130,000	2
-----	---
201,000-210,000	1
Total No. of Schools	<u>29</u>

The picture of the school plants would not be complete without giving the amount of land in connection with the schools. Seventeen are located in cities, while nineteen are found in rural communities. Of

those in cities, the most of them have a land area of from one to five city lots. Two schools have between six and ten lots, while one reports about eighteen. The amount of land seems to be influenced by the size of the city and perhaps by the price of land. Table VII shows the facts.

Table VII

## Land Area of City Schools

No. of Lots	No. of Schools
1-5	5
6-10	2
11-15	0
16-20	<u>1</u>
Total No. of Schools	8

The area of rural schools varies greatly. The smallest area is less than five acres and the largest two thousand acres. Twenty-two schools reported a total land area of 2,994 acres, making an average of slightly over 130 acres. Three reported over 160 acres and three over 200. As the distribution is very great, Table VIII will give the picture much better than words.

Table VIII

## Land Area of Rural Schools

No. of Acres	No. of Schools
1-5	2
6-10	1
11-15	0
16-20	3
21-25	1
-----	-----
36-40	1
-----	-----
56-60	1
61-65	0
66-70	1
-----	-----
81-85	1
-----	-----
116-120	1
-----	-----
161-165	3
-----	-----
186-190	1
-----	-----
206-210	3
-----	-----
441-445	1
-----	-----
896-900	1
-----	-----
1996-2000	1
Total No. of Schools	<u>22</u>

The rural location where the young people are away from the noise and confusion of the city seems to be preferred for the type of training given in these schools. There are fewer attractions to divert the mind from the business of obtaining an education.

## Finance

Owing to the fact that the various schools list the expense items in so many different ways and combinations, it is difficult to tabulate the findings. Eleven are day schools and as such merely charge tuition and a few fees. Others are boarding schools and operate school homes or dormitories. Some follow the American plan of boarding, others use the cafeteria plan and each student pays for what he eats. Some list the total charge for board, room, laundry, and tuition as one charge; others itemize the charges. In a few instances, all the science laboratory fees, entrance fees, physical education and library fees are included in the tuition charged. For others, this is not so; but separate charges are made for these items.

Of the eleven day schools studied, five charge a tuition of nine or nine and one-half dollars per month. Two charge eight dollars, and two charge ten. Table IX given on the following page gives the findings for the day schools. The total tuition and other charges for the year average about one hundred dollars in most schools.

Table IX

## Day School Tuition

Monthly Tuition	No. of Schools
\$ 7.00	1
8.00	2
9.00	5
10.00	2
11.00	1
Total No. of Schools	<u>11</u>

Some schools list a different rate of tuition for those who reside in their own homes than that quoted for boarding students. In such instances it is always somewhat higher. A few instances were found where no rate was given for students who do not reside in the school homes; quotations being given for boarding students only. Where separate tuition charges are listed for boarding students, the range is from seven to twelve dollars, with a tendency for the nine dollar charge to predominate as in the case of the rate for day students. The twelve dollar rate is quoted by a junior college; the rate being the same for students of the college and academy divisions.

For rooms the most of the schools charge six or seven dollars per month; two students occupy one room.

Some charge ten dollars per month and one charges as much as sixteen dollars. For those which charge a flat rate for board, the greater number charge from twelve to fifteen dollars per month. The range is from ten to nineteen dollars. Those that use the cafeteria plan quote a minimum charge; otherwise the amount depends upon the student. Sixteen of the schools list the total charge for board, room, laundry, and tuition as one charge. The range is from twenty dollars in one instance to a maximum of forty in another. All schools in the North Pacific Union have a uniform rate of twenty-nine dollars and fifty cents per month. Other schools seem to be grouped around this figure. This makes a charge of about a dollar per day for all expenses excluding personal and incidental items. At this rate it costs each student about three hundred dollars for each school year.

While the tuition charges are the principal source of income from which the school pays its teachers, there is a small subsidy in most cases. This subsidy is paid by the Conference in which the school is located. Usually it amounts to about fifteen hundred dollars annually. One school reports a subsidy of twice this amount; another only four hundred dollars.

In some instances the Bible teacher is paid by the Conference. The complete picture is given in Table X. In some cases the college receives a subsidy and manages the finances of the academy in connection with it, in which case the academy reported no subsidy.

Table X

## Subsidy Paid to Academies

Amount of Subsidy	No. of Schools
\$301-400	1
-----	-----
1001-1100	1
1101-1200	0
1201-1300	2
1301-1400	0
1401-1500	5
1501-1600	3
1601-1700	1
1701-1800	2
1801-1900	0
1901-2000	2
2001-2100	1
-----	-----
2301-2400	2
2401-2500	1
-----	-----
2801-2900	1
2901-3000	2
-----	-----
3401-3500	1
3501-3600	1
Total No. of Schools	<u>26</u>

The writer is deeply interested in one feature of the work regarding student financing while in school.

As can be seen from the tables on tuition, board and room, it costs the young people several dollars annually to attend these private schools. In order to make it possible for many to attend who do not have sufficient funds to pay the entire amount needed, the schools often provide some industry whereby the student may earn all or a part of the money needed. Various industries have been established, not with the idea of making money, for they do well to keep free from debt with student help, but as the best means known to help worthy and ambitious young people secure a Christian education. Some operate dairies and sell milk to nearby cities. Others have bakeries and teach the trade as well as provide work for the boys. Some have found an outlet for the products of woodwork-shops. The figures obtained are not complete, and, therefore, difficult to tabulate. Some of the schools are Day Schools only and in these no provision is made for industries on a large scale. In those academies connected with the colleges, the books are kept jointly and the amount earned by the students of the academy could not be given. Therefore, only a few figures will be given.

As only a dozen schools reported this item, no attempt was made to tabulate the findings; only a few



Table XI

## Amount of Labor Provided by Various Departments

Department	Maximum Amount Reported
Homes	\$ 6,500.00
Farm	4,500.00
Dairy	10,500.00
Shop	27,000.00
Bakery	13,000.00

of the maximums are given in Table XI above. The greatest amount of labor reported by any school for the year was \$99,000.00, with an average of about \$10,000.00 reported.

These industries and departments furnish means whereby the young people may earn their expenses while attending school, and also give much valuable training in practical lines. The youth who works for an education learns many lessons not found in books. He learns the value of time and the dollar. He realizes something of what it means to earn a dollar and appreciates it more. He develops character by overcoming the obstacles he meets in securing an education.

#### The Library

The library of every school is a very important part of the school equipment. All schools reported a

Table XII

## Size of Libraries

No. of Volumes	No. of Schools
1401-1600	6
1601-1800	1
1801-2000	1
2001-2200	2
2201-2400	4
2401-2600	1
2601-2800	2
2801-3000	5
-----	----
3401-3600	1
3601-3800	0
3801-4000	1
4001-4200	1
4201-4400	0
4401-4600	1
-----	----
5001-5200	1
-----	----
5801-6000	1
6001-6200	0
6201-6400	1
6401-6600	0
6601-6800	2
-----	----
12401-12600	1
-----	----
13201-13400	1
13401-13600	1
-----	----
18801-20000	1
Total No. of Schools	<u>35</u>

fair-sized library. Some are very good indeed for small schools. In those cases where the academy is a part of a college, the students of the academy have access to the

college library. Table XII shows that there is a range of from fourteen hundred to twenty thousand volumes. Several have from two to three thousand volumes. While

Table XIII

## Inventory Value of Libraries

Value	No. of Schools
\$ 401-600	3
601-800	5
801-1000	2
1001-1200	1
1201-1400	1
1401-1600	1
1601-1800	2
1801-2000	2
2001-2200	1
2201-2400	0
2401-2600	3
2601-2800	0
2801-3000	1
-----	----
3401-3600	1
-----	----
4401-4600	1
-----	----
6201-6400	1
-----	----
7001-7200	1
7201-7400	0
7401-7600	1
-----	----
10801-11000	1
Total No. of Schools	<u>28</u>

the larger libraries are as a rule found in connection with the junior and senior colleges, yet some of the

academies have excellent library facilities. The Mountain View Academy reported four thousand five hundred volumes.

What are these books worth? Are they old and out of date, or are the libraries kept up to date? The inventory value given in Table XIII will give some idea. The list shows that a few are worth only about five hundred dollars, while others are listed at figures that show that expense has not been spared in supplying a good library. Several of the academy libraries are valued at about two thousand dollars. In checking the value with the number of volumes, it was found that the books are listed at about sixty-five cents each for an average value. This price appears about right. Some of the best libraries are valued at seven and ten thousand dollars.

No attempt was made to check on the nature of the books found in these libraries, but judging from the standards of the school and the statements regarding the kind of reading approved by the schools, it may be safely judged that the books provided are of the best quality.

### Science Equipment

To measure the science equipment was not easy.

The only means devised for measuring this was by the inventory value. It was found that some schools which offer only general work have a limited amount of equipment for the teaching of the sciences. As shown in Table XIV,

Table XIV

## Science Equipment

Value of Equipment	No. of Schools
\$1-200	1
201-400	9
401-600	7
601-800	2
801-1000	1
1001-1200	0
1201-1400	1
-----	---
1801-2000	2
-----	---
2801-3000	1
-----	---
3401-3600	1
-----	---
4001-4200	1
4201-4400	0
4401-4600	1
-----	---
5401-5600	1
Total No. of Schools	<u>28</u>

there is a grouping around four and six hundred dollars. In those schools where pre-nursing and pre-medical work are offered, more science is taught and more equipment provided. Some academies made very good provisions for

teaching science. Others devote more time to the teaching of industrial subjects and have, therefore, invested in equipment for such.

### Curricula Offered

A careful check of the latest calendars of forty-three of the academies revealed the fact that thirty-three of them, or more than three-fourths of the total number, offer only one curriculum. Six of them offer a choice of two curricula and four have three. The regular curriculum is called college preparatory. Other curricula offered are given in Table XV below. The

Table XV

### Curricula Offered

Name of Curriculum	No. of Schools	Per Cent
College Preparatory	43	100
General	4	9.3
Vocational	2	4.6
Music	2	4.6
S.D.A. College Preparatory	2	4.6
Special	1	2.3
Scientific	1	2.3
Commercial	1	2.3
Academic	1	2.3

general, vocational, music and S. D. A. College Preparatory are the more frequent.

The subject offerings in grade nine are given in Table XVI. This study reveals the fact that all schools give English and Bible the first year of high school. About two-thirds of them give science and mathematics, and one-half give a vocational subject. These five subjects are the basis of the work given in grade nine.

Table XVI

## Subject Offerings in Grade Nine

Subject	No. of Schools	Per Cent
English	43	100
Bible	43	100
Science	29	66.7
Mathematics	27	62.1
Vocational	21	48.3
Elective (One unit)	4	9.2
Civics	2	4.6
History	1	2.3
Applied Art	1	2.3
Language (Modern)	1	2.3
Citizenship & Economics	1	2.3

For the following year the offerings are very similar. English and Bible are given in all schools, mathematics in thirty-eight and history in thirty-four. The offerings are shown in Table XVII. More than twice the electives are allowed in the second year than in the first. Some study of the languages is introduced, but in only a very few schools.

Table XVII

## Subject Offerings in Grade Ten

Subjects	No. of Schools	Per Cent
English	43	100
Bible	43	100
Mathematics	38	87.4
History	34	78.2
Science	8	18.4
Elective (One unit)	8	18.4
Vocational	6	13.8
Language (Modern)	2	4.6
Language (Ancient)	1	2.3
Commercial	1	2.3
Civics	1	2.3
Social Problems	1	2.3
Elective (One and one-half units)	1	2.3

In the junior year, there is a greater variety of subjects offered and more choice allowed. English still holds first place as it is the only subject offered regularly every year in all schools for the first three years of the academy. The study of modern languages now ranks second as forty schools give some modern language. French, Spanish and German are the usual offerings. Some permit a choice between two, others offer only one. The language offered may be influenced by the community in which the school is located and the demands for commercial purposes. California and Arizona seem to offer Spanish; perhaps because of the nearness



to Mexico and the number of Spanish speaking people nearby. The greatest difference is found in the number of subjects offered, and in the electives. Table XVIII shows that thirteen schools permit one unit elective, five allow two units and some other amounts. A total of twenty-three schools permit some choice.

Table XVIII

## Subject Offerings in Grade Eleven

Subjects	No. of Schools	Per Cent
English	43	100
Language (Modern)	40	92
Bible	34	78.2
Mathematics	24	55.2
Commercial	14	32.2
Elective (One unit)	13	29.9
History	10	23
Science	8	18.4
Elective (Two units)	5	11.5
Vocational	5	11.5
Elective (One-half unit)	3	6.9
Civics	3	6.9
Elective (1 1/2 units)	2	4.6
Economics	2	4.6
Christian Citizenship	1	2.3
Life Problems	1	2.3
Present Day Problems	1	2.3

In the senior year, more of the work is definitely specified and less choice is given. All are given Bible in the last year. Modern language ranks high with thirty-eight schools giving some modern language. It would

appear that this number should agree with that of the previous year. However, two schools offered modern language in the tenth grade, so they would not have the second year of the language in grade twelve but in grade eleven. This makes a balance of two years of language study in each school offering modern language. History and science are given in a larger number of schools in grade twelve than in any previous grade. However, English is not given in all schools the fourth year. Table XIX gives the entire list of offerings.

Table XIX

## Subject Offerings in Grade Twelve

Subject	No. of Schools	Per Cent
Bible	43	100
Language (Modern)	38	87.4
History	37	85.1
Science	25	57.5
Elective (One unit)	16	36.8
English	14	32.2
Elective (Two units)	3	6.9
Mathematics	3	6.9
Commercial	3	6.9
Vocational	2	4.6
Home Relations	1	2.3
Social Problems	1	2.3
Elective (1 1/2 units)	1	2.3

This study shows that many of the elective subjects are vocational in nature. A total of seventeen voca-

tional subjects are offered, ranging in everything from sheet-metal and auto-mechanics to printing, bookbinding and linotyping for the boys; and cooking, sewing, first aid and nursing and home economics for the girls. This gives the young people a wide field to explore. Of course, not all the subjects listed in Table XX are given in any one school. However, some schools offer several of them. The particular offering is determined to some extent by the industries of the school and the locality in which the school was established.

While the practical arts are given a very prominent part among the electives, the fine art of music takes second place. Music has a very important part in evangelistic services and worship. Perhaps this is the reason why so much emphasis is placed on it in the schools. Orchestras, bands, glee clubs, choirs and instrumental instruction all have their places.

English is given in all schools for the first three years and about one third give it the fourth year. Mathematics is given in twenty-seven schools the first year; thirty-eight the second, twenty-four the third and three the fourth. History is given in a high percentage of the schools in the second and fourth years, with civics and other closely allied subjects added. Science oc-

Table XX

### Elective Offerings

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<b>Vocational:</b> Sheet Metal Lathe Architectural Drawing Basketry Linotyping Home Economics Agriculture Printing I Printing II Woodwork Sewing Cooking First Aid and Nursing Auto Mechanics Bookbinding Baking Occupations	<b>Music:</b> Band Chorus Directing Violin Voice Piano Orchestra Glee Club Harmony History of Music
<b>Mathematics:</b> Algebra II Geometry Mathematics IV	<b>Commercial:</b> Bookkeeping Typing Shorthand Business Arithmetic Business Studies and Correlated Arithmetic
<b>Language:</b> Latin French Spanish	<b>Science:</b> Chemistry Physics Biology General Science
<b>English:</b> Library Science Journalism Literature English IV Public Speaking	<b>History:</b> General History Medieval & Modern History
	<b>Miscellaneous:</b> Spelling Religion Art Civic Problems

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cupies a prominent place in the first and fourth years only. The study of the Holy Scriptures is prominent.

Perhaps more time is given to this subject than to any other one. As character building is one of the fundamental purposes of these schools and as the Bible is the foundation of character building, this is to be expected.

### Ideals of the Schools

The standards of these schools are somewhat different from those of the public schools. The use of tobacco or liquor in any form is prohibited. Card playing, gambling in any form, dancing or attendance at dances, theaters, or movies, is not allowed. The young people are expected to read only good wholesome literature and play the best of music. The cheap dime novel and short story magazine do not meet the ideals of these schools. Ragtime or jazz music is not heard.

A few direct quotations from the calendars will give a better idea.

The use of rouge, lipstick, and eyebrow pencils or other objectionable cosmetics, cheapens a young person in the opinion of refined and cultured people. Students will not be permitted to use these or to have them in their possession.

The wearing of jewelry or other unnecessary ornamentation is not in harmony with the Word of God; therefore, students are expected to discard rings, bracelets, ear-

rings, beads, and gaudy apparel while attending school.<sup>4</sup>

Extreme styles should be avoided by both young men and young ladies.

No student will knowingly be enrolled or retained after enrollment, who uses tobacco or liquor in any form. The school can not tolerate profane or indecent language, disorderly conduct, card playing, having or reading of novels or improper story magazines or attendance at dances or motion picture theaters.<sup>5</sup>

In order to better understand the reason for the above, the purpose for which the schools were established must be considered. To assure the reader that it is not merely the opinion of the writer, direct quotations from calendars are given.

Since the fundamental purpose of the Academy is to develop in its young people Christian character, high scholarship, and manual skill, it can succeed in this endeavor only by the voluntary cooperation of its membership. Every effort is made to stimulate and inspire the student to faithful and conscientious endeavor to develop the best that is in him, but the school finds it impossible to undertake to direct those who are not in sympathy with these purposes. For this reason those who are not in harmony with the principles as here set forth, are not knowingly admitted or retained in the institution.....<sup>6</sup>

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4 Bethel Academy Calendar for 1936-1937, p. 19-20.  
5 Id., p. 17-18.  
6 Mount Vernon Academy Calendar for 1936-1937, p. 11.

As far as possible, the student is led to place himself upon his honor, and to realize that a good name is a sacred trust committed to his keeping. He is taught that self-government is the only true government for the individual, and that it is only when he fails to govern himself in harmony with the principles of right that he will need help from others.<sup>7</sup>

Young women are required to dress in modest, simple and healthful attire....<sup>8</sup>

### Students

An attempt was made to get the annual enrollment for the past five years. Table XXI given below shows

Table XXI

#### Student Enrollment by Years

1932-33

Enrollment	No. of Schools
26-50	6
51-75	3
76-100	10
101-125	3
126-150	4
Total No. of Schools	<u>26</u>

the findings for the year 1932-33. No academy enrolled

<sup>7</sup> Oak Park Academy Calendar for 1936-1937, p. 5.  
<sup>8</sup> Lodi Academy Calendar for 1936-1937, p. 11.

fewer than twenty-six nor more than one hundred fifty students for that year. The greater number of the schools had about eighty-five students enrolled. This was during the depression and the enrollment may have been influenced by the unusual financial situation. It appears that some schools did not keep a record of the annual enrollment as only twenty-six gave figures for the year 1932-33.

For the following year the showing is somewhat better. More schools reported the enrollment and the numbers enrolled were larger. While, for the previous

Table XXII

## Enrollment for 1933-34

Enrollment	No. of Schools
26-50	5
51-75	7
76-100	7
101-125	4
126-150	4
151-175	4
Total No. of Schools	33

year, no school had as many as one hundred fifty students, two schools had more than this number for the year 1933-34.



Steady growth is evidenced by Table XXIII for the year 1934-35. No school had fewer than fifty students

Table XXIII

## Enrollment for 1934-35

Enrollment	No. of Schools
51-76	8
76-100	8
101-125	7
126-150	5
151-175	3
176-200	2
Total No. of Schools	<u>33</u>

but two reached a new high mark of over one hundred seventy-five. Yet at this time the greater majority of the schools had a small enrollment.

While there were nine schools in the 51-75 interval for the school year 1935-36, there were 21 which had more than one hundred, and two which went over two hundred, as shown in Table XXIV. It is of interest to note that the same two academies reported the highest figures for the two years of 1934-35 and 1935-36; also that the enrollment was the same for each during the year 1934-35; one hundred eighty-seven students each.

For the current year of 1936-37, the greatest number were enrolled at Laurelwood Academy, at Gaston, Oregon.

Table XXIV

## Enrollment for 1935-36

Enrollment	No. of Schools
51-75	9
76-100	6
101-125	10
126-150	4
151-175	2
176-200	3
201-225	2
Total No. of Schools	<u>36</u>

The enrollment reached one hundred forty-seven. It is the largest academy in the United States. Table XXV gives

Table XXV

## Enrollment for 1936-37

Enrollment	No. of Schools
51-75	6
76-100	5
101-125	12
126-150	5
151-175	4
176-200	1
201-225	3
226-250	1
Total No. of Schools	<u>37</u>

the reports for the year. A grand total of four thousand

five hundred sixty-eight students were enrolled in the in the thirty-seven academies reporting, or an average of almost one hundred twenty-five each.

With the above enrollment, how many graduates are the schools turning out each year? The number reported for the spring of 1933 was small. As shown in Table XXVI the greater number was only about fifteen. The largest

Table XXVI

## Graduates for 1933

Graduates	No. of Schools
1-10	7
11-20	16
21-30	6
Total No. of Schools	29

was less than thirty. As was found in the case of the enrollment, the number increased with the following year.

Table XXVII shows that thirty-three schools reported the number of graduates for the year and that every group except one was larger than the previous one. In Table XXVIII is found the report for 1935. Again a slight growth is found. The number of graduates grew as the enrollment increased year by year.

Table XXVII

## Graduates for 1934

Graduates	No. of Schools
1-10	8
11-20	16
21-30	7
31-40	2
Total No. of Schools	33

Only four schools had graduating classes of fewer than ten students.

Table XXVIII

## Graduates for 1935

Graduates	No. of Schools
1-10	7
11-20	15
21-30	8
31-40	3
Total No. of Schools	33

The report for the current year can not give accomplished facts, but is based upon the estimates for the year. The classes have grown until three schools expect to have more than forty graduates each.

Table XXIX

## Graduates for 1936

Graduates	No. of Schools
1-10	4
11-20	19
21-30	8
31-40	1
41-50	2
Total No. Schools	<u>34</u>

Table XXX

## Graduates for 1937

Graduates	No. of Schools
1-10	4
11-20	14
21-30	9
31-40	3
41-50	3
Total No. of Schools	<u>33</u>

Almost one half of the schools will have graduating classes of more than twenty members, whereas in 1933 the greater majority were less than that number. A slow but steady growth is shown in both the enrollment and the number of graduates for the five year period.

An attempt was made to ascertain the per cent of graduates who continue their education in college. It

Table XXXI

## Per Cent of Graduates that go to College

Per Cent	No. of Schools
1-10	1
11-20	1
21-30	3
31-40	6
41-50	4
51-60	4
61-70	4
71-80	6
81-90	5
Total No. of Schools	<u>34</u>

will be seen that in some instances the percentage is very small, while in others a very creditable part of the graduates go to college. It is likely that the location of the school and the educational standard of the community has some influence upon the youth in this matter. It was observed from the reports received that a much larger percentage of the graduates from the academies associated closely with a junior or senior college continued their education than was true for the isolated academies. Perhaps the association with college students creates a desire to go ahead.

Table XXXI shows that there was an even distribution in the percentage from twenty to ninety per cent with no grouping around any central figure.

### Student Organizations

Aside from the routine of classes, what opportunities are found for the development of the youth who attend these academies? Do they have a chance to

Table XXXII

### Student Organizations

Organization	No. of Schools
Associated Students	26
Culture Club (Boys)	22
Culture Club (Girls)	21
Glee Club	29
Missionary Volunteer Society	29
Orchestra	26
Chorus	11
Band	9
Hobby Club	1
Stamp Club	1
Winter Sports	1
Frontiersman	1
Seminar	1
Honor Society	1

exercise the talent for organization and to lead in activities governed by the students themselves? Is there some place where individual differences may find

expression? Table XXXII gives a list of the student organizations and the number of schools reporting each. The Missionary Volunteer Society and glee club are found in most of the schools. A large number have an organization called the Associated Students. Culture clubs, orchestras and bands are found in several. These give valuable training in leadership and public work.

### Baptisms

As the young people in the academies are as a rule of the age when they make definite decisions for or against Christianity, an attempt was made to ascertain the number who make this important decision and are baptized during their stay at the academy. In many cases, the records of baptisms are kept by the churches and not by the school. While the figures in Table XXXIII are not complete, they do give some idea of the results of Bible study, Christian association and instruction. In no instance is the number of youths baptized in any one year large, yet each year shows some baptisms. As less than one half of the schools gave a report for the years previous to 1937, those reports were not put in table form. Most of those which did give figures, for the years from 1933 to 1936, indicated that the number of baptisms was



about eight or ten annually. The same is true for the year 1937 as given in Table below.

Table XXXIII

## Baptisms for 1937

No. of Baptisms	No. of Schools
1-5	6
6-10	9
11-15	5
16-20	1
21-25	1
26-30	1
31-35	1
Total Schools Reporting	<u>24</u>

However this is only a part of the picture. In order that it may be more complete, the number of youths who were not Christians at the opening of the school year should be shown. The records were not kept on this point in all cases. Only a few answered the question for the years, 1933 and 1934, respectively, so the last three years only are shown in Table XXXIV.

The average enrollment for the year 1937 was given as about one hundred fifteen. If eighty-five per cent were Christians at the opening of the school year, only seventeen of the student body were unconverted. If ten of these were baptized, over fifty per cent of the

Table XXXIV

Per Cent of the Student Body who were Christians  
at the Opening of the School Year

Year	Per Cent	No. of Schools	
1934-35	61-70	1	
	71-80	1	
	81-90	11	
	91-100	<u>0</u>	13
1935-36	61-70	0	
	71-80	3	
	81-90	10	
	91-100	<u>2</u>	15
1936-37	61-70	1	
	71-80	7	
	81-90	17	
	91-100	<u>5</u>	30

seventeen were taken into the church. It seems safe to estimate that one half of those who are not Christians at the opening of the term are converted and baptized. This speaks well for the influence of the school.

#### The Faculty

No true picture can be given of the group of Christian men and women who guide the youth in these academies. Facts can not all be presented in figures and tables showing the degrees held. The personal interest taken in the student, the influence of the

example set by the life of the instructor, and the mould given the instruction in the classroom all have a definite part in shaping the character of the youth in these schools. Table XXXV shows that a majority of the schools have from seven to nine teachers giving instruction in the classroom. No school has less than four nor more than twelve instructors. Considering the fact that almost all of the schools offer one curriculum only, the number of instructors seems to be sufficient.

Table XXXV

## Number of Instructors

No. of Instructors	No. of Schools
4-6	9
7-9	14
10-12	11
Total No. of Schools	34

As to qualifications of the teachers, only one question was asked, and that was in regard to the degrees held. Only one faculty member holds the degree of Doctor of Philosophy. A large number have Masters Degrees as shown by Table XXXVI. The interval used was the smallest possible in order to give an accurate

picture. Ten schools have one instructor with an M. A., four have two, and a few others have larger numbers. A check was made to see how many of these are found in the academies proper and how many are in an academy in connection with the junior or senior colleges. It was found that thirty-eight of the total fifty-eight, or two-thirds of the total number are found at the colleges. It is possible that they are specialists in some field of learning and teach the subjects in the academies that are in their particular fields.

The interval used for the Bachelor's Degree was not as small as that for the Master's as larger numbers hold this degree. It was observed that not all members of the faculty hold a degree. It is possible that some are not college graduates, but are skilled in some trade and teach in the industrial department, or some vocational subject. It appears that the schools are properly staffed with well-qualified teachers. However, the number of instructors and the degrees held is not the only consideration. The experience and spirit of the teacher are also very important factors in the success of a school.

Table XXXVI

## Degrees Held

No. of Masters	No. of Schools
1	10
2	4
3	2
4	1
5	2
6	1
7	2
Total No. of Schools	<u>22</u>

No. of Bachelors	No. of Schools
1-3	4
4-6	19
7-9	12
Total No. of Schools	<u>35</u>

## CHAPTER III

## SUMMARY

The problem of making a STUDY OF SEVENTH-DAY ADVENTIST ACADEMIES in the United States was undertaken by the writer. He secured copies of the latest calendars from each of these schools and after gathering what information they contained, he sent a questionnaire to each principal asking for such other information as was needed for the study. The Year Book (1937), Statistical Report (1935) and a history of the denomination were studied; the information was tabulated and written up.

It was found that the first school was established by the denomination at Battle Creek, Michigan in 1876 and two others in 1882. Soon more schools were started in various parts of the United States and in foreign fields. This study includes only the forty-five schools known as academies located within the borders of the United States. A large number of these were established during the prosperous years immediately after the World War. Twelve of the number are in California.

This study reveals that the majority of the schools have from four to eight buildings and that the greater number of these are frame structures. A few are made of brick, stone, stucco and concrete. About one half of

the schools are in need of more room, having grown too large for present quarters. The total inventory value of the buildings averages around twenty thousand dollars. Slightly more than half the schools are in rural communities. The rural schools have a land area of about one hundred thirty acres each; the greatest acreage being two thousand acres for one school in California.

The schools are supported by a small subsidy and tuition fees collected. Eleven are day or non-boarding schools; the remainder operate dormitories in connection with the schools. Several schools have some industry whereby the students earn part or all their expenses.

The number of volumes in the libraries varies from fifteen hundred in the smaller schools to ten times that number in the larger schools, the average number being near three thousand volumes. The value of the books averages about sixty-five cents each, making the typical library worth about two thousand dollars. For the teaching of the sciences, the equipment furnished is valued at about five hundred dollars for the average school.

The curricula offered is similar in most ways to that found in public secondary schools, with the addition of Bible study. English, mathematics, history and science are taught throughout. The study of modern language has a minor place. During the third year considerable choice

of electives is permitted. Music and other of the fine arts are emphasized.

Very high ideals are upheld in these Christian schools. Character building is one of the fundamental purposes. This is evidenced in the dress, reading, music and speech of students and teachers.

The enrollment in these schools is small, ranging from fifty to two hundred fifty students. The number of graduates is in proportion to the number of students, the average class being around fifteen or twenty. Of these graduates, some forty or fifty per cent go on to college according to the estimates given. There are several student organizations in which the youth may take part, develop leadership, and make use of the instruction received in the classroom. Each year several young people are baptized and taken into the church. This number is not large as it appears that the majority are already church members when they begin their study in the academy.

The teaching staffs in the academies are sufficient for the size of the schools. The usual number on a staff is eight or ten for each school. Most of the teachers have degrees of some kind.



## Conclusions

This study has led the writer to the following conclusions:

First: That character building is a fundamental purpose of the education given in the academies.

Second: That Bible study has an important place in this system of education.

Third: That the type of training given is valued by Seventh-Day Adventist parents and youth is evidenced by their willingness to pay or work for it.

Fourth: That industrial work, or trades, is emphasized in these schools as essential to character building.

Fifth: That the training secured in the budgeting of time and learning the value of money while working for an education is a valuable part of the preparation for life.

Sixth: That the point of view emphasized must have an important bearing on the product of the schools.

Seventh: That a sufficient number of extra-curricular activities for the expression and development of student talent and initiative are provided as character building activities.

Eighth: That the schools hold to high ideals.

Ninth: The size of plant, the equipment, staff, and other facilities are adequate for the type of training offered in the academies.

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## Appendix A

## Academies in the United States

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Name of School	Location
Adelphian Academy	Holly, Michigan
Arizona Academy	Phoenix, Arizona
Auburn Academy	Auburn, Washington
Battle Creek Academy	Battle Creek, Michigan
Bethel Academy	Arpin, Wisconsin
Broadview Academy	La Grange, Illinois
Campion Academy	Loveland, Colorado
Cedar Lake Academy	Cedar Lake, Michigan
Columbia Academy	Battle Ground, Washington
Emmanuel Missionary College Academy	Berrien Springs, Michigan
Enterprise Academy	Enterprise, Kansas
Forest Lake Academy	Maitland, Florida
Fresno Academy	Fresno, California
Gem State Academy	Caldwell, Idaho
Glendale Academy	Glendale, California
Golden Gate Academy	Berkeley, California
Greater New York Academy	Brooklyn, New York
Indiana Academy	Cicero, Indiana
Kern Academy	Shafter, California
Laurelwood Academy	Gaston, Oregon
Lodi Academy	Lodi, California

Appendix A

Loma Linda Academy	Loma Linda, California
Long Beach Academy	Long Beach California
Los Angeles Academy	Los Angeles, California
Maplewood Academy	Hutchinson, Minnesota
Mountain View Academy	Mountain View, California
Mt. Ellis Academy	Bozeman, Montana
Mt. Vernon Academy	Mt. Vernon, Ohio
Oak Park, Academy	Nevada, Iowa
Oakwood Jr. College Academy	Huntsville, Alabama
Pacific Union College Academy	Angwin, California
Plainview Academy	Redfield, South Dakota
San Diego Academy	San Diego, California
Shelton Academy	Shelton, Nebraska
Shenandoah Valley Academy	New Market, Virginia
Sheyenne River Academy	Harvey, North Dakota
South Lancaster Academy	South Lancaster, Massachusetts
Southern California Junior College Academy	Arlington, California
Souther Junior College Academy	Collegedale, Tennessee
South Western Junior College Academy	Keene, Texas
Takoma Academy	Takoma Park, D. C.
Union College Academy	Lincoln, Nebraska
Union Springs Academy	Union Springs, New York

Appendix A

Walla Walla College Academy College Place, Washington

Yakima Valley Academy Granger, Washington

## QUESTIONNAIRE

## Seventh-Day Adventist Academies

Name of School \_\_\_\_\_ Year Established \_\_\_\_\_

Location: Rural \_\_\_ Urban \_\_\_ Area of Land: \_\_\_ Acres

\_\_\_ City lots. Number of buildings: Frame \_\_\_ Brick \_\_\_

Stone \_\_\_ Others \_\_\_.

Total inventory value of all buildings \$ \_\_\_\_\_

Number of classrooms provided. \_\_\_ Is classroom sufficient?

Faculty: Number of instructors in high school subjects. \_\_\_

Number with degrees: Ph.D. \_\_\_ M. A. \_\_\_ B. A. \_\_\_ (or  
equivalent)

Students: Enrollment 1932-33 \_\_\_ 1933-34 \_\_\_ 1934-35 \_\_\_

1935-36 \_\_\_ 1936-37 \_\_\_ Approximate number of S. D. A.

youth in your territory of academic age and schooling \_\_\_

Number of graduates: 1933 \_\_\_ 1934 \_\_\_ 1935 \_\_\_ 1936 \_\_\_ 1937 \_\_\_

Approximate per cent of graduates who go to college \_\_\_ %

Student Organizations: Associated Students \_\_\_ Culture

Club: Boys \_\_\_ M. V. \_\_\_ Orchestra \_\_\_ Glee Club \_\_\_

Girls \_\_\_

Others \_\_\_\_\_

Number of baptisms: 1932-33 \_\_\_ 1933-34 \_\_\_ 1934-35 \_\_\_

1935-36 \_\_\_ 1936-37 \_\_\_ (including prospective)

Approximately what per cent of the student body were  
church members at the opening of the school year?

1932-33 \_\_\_ % 1933-34 \_\_\_ % 1934-35 \_\_\_ % 1935-36 \_\_\_ % 1936-37 \_\_\_ %



Appendix B

Total value of labor furnished to help students annually:

1932-33 \$\_\_\_\_\_ 1933-34 \$\_\_\_\_\_ 1934-35 \$\_\_\_\_\_ 1935-36 \$\_\_\_\_\_

1936-37 \$\_\_\_\_\_ (Estimate for year)

Amount of labor furnished annually by: Homes \$\_\_\_\_\_

Farm \$\_\_\_\_\_ Bakery \$\_\_\_\_\_ Dairy \$\_\_\_\_\_ Shop \$\_\_\_\_\_

Misc. \$\_\_\_\_\_

Does the academy receive a subsidy? Yes \_\_\_ No \_\_\_

Amount annually \$\_\_\_\_\_

Library: Number of volumes \_\_\_\_\_ Inventory value \$\_\_\_\_\_

Inventory value of all science equipment \$\_\_\_\_\_

Any other itmes of interest will be greatly appreciated.

Please write on the other side.

Appendix C

642 N. 11th St.  
Corvallis, Ore.  
March 15, 1937.

Some weeks ago I wrote to you requesting a copy of the calendar of your academy. I wish to thank you for the prompt and hearty response. Not only will I be able to use the calendars in my study, but they have been the means of locating many of my friends and schoolmates whom I had lost trace of during the years I was in the mission field.

As stated in my former letter, I am preparing a thesis entitled, "A Study of the Seventh-Day Adventist Academies in the United States," under the direction of Doctor Clinton, School of Education, Oregon State College. I have permission from the General Conference Educational Secretary to make this study. As there are some items not given in the calendar, I am writing again asking that you kindly fill out the enclosed questionnaire and return it in the addressed envelope at your earliest convenience.

I have tried to so construct this questionnaire as to take a minimum of your time. Merely check where possible ( ) and fill in with the correct figures where such are called for. Perhaps your office secretary can do it for you. While accuracy is greatly desired, in case you do not have accurate records of some items; (as the percentage of young people who are not church members at the opening of the school year;) please give approximate figures and mark "estimate."

If you have some item of interest to add or remarks to make, please feel free to do so. It is the purpose of this study to present the work of the academies in the best possible way and your help and cooperation will be greatly appreciated. I believe the academies are doing a good work and trust that the study will be a credit to them and the entire system of Christian Education.

Appendix C

May I remind you that this information is desired for a thesis and therefore needed soon. Some questions arose which delayed the sending of the questionnaire to you, for which I am sorry. Kindly fill out the blank and return it today in order that the material may be available by April 1. A delay may mean that your academy will be omitted from the study. I assure you that all information will be used in a general way only, and not associated with any particular academy.

Again I thank you for your cooperation in this study.

Very sincerely yours,

D. L. Millam