

PACIFIC UNION RECORDER



"Then They that Feared the Lord Spake Often One to Another."

Vol. 7

Mountain View, Cal., July 16, 1908

No. 50

The Church

Trust

There's not in all this world one spot
Where tribulation cometh not;
And so if it should be your lot
To meet with fierce temptation,
E'en though it be beyond compare,
Just take it to the Lord in prayer,
And cast on Him your every care,
And trust in His salvation.

All things together work for good
To them who love Him as they should,
Which proves His loving Fatherhood;
And we are on probation.
But naught can take Him unaware,
And He has numbered every hair;
Then cast upon Him all your care,
And trust in His salvation.

Though fiery trials have begun,
Don't think it strange, nor overdone,
Chastisement proves you are a son,
Though in deep tribulation;
A meek and patient spirit bear,
God will deliver from the snare;
Then cast on Him your every care,
And trust in His salvation.

—William Brickey.

Sketches of the Past—No. 34

If the people of God are represented as having "light" concerning His near coming, it must be for the reason that He gives them a message of warning relative thereto. Such a message is symbolized in the words of Rev. 14: 6, 7, "And I saw another angel fly in the midst of heaven, having the everlasting gospel to preach unto them that

dwell on the earth, and to every nation, and kindred, and tongue, and people, saying with a loud voice, Fear God, and give glory to Him; for the hour of His judgment is come: and worship Him that made heaven, and earth, and the sea, and the fountains of waters."

As the Lord chose men as the agency through whom the gospel was to be communicated to the world (Matt. 28:19, 20; Mark 16:15), this angel must be a symbol of the gospel proclamation by men, and that, too, at a time when it could be truthfully announced as a specific reason for accepting the message that the time had actually come for the judgment to begin. "The hour [period] of His judgment is come," is the solemn statement of the message.

If men are to go forth and give such a message to the world it must be substantiated by Bible testimony, and so the Scriptures must contain a period of time running to the judgment. That period is the 2300 days of Dan. 8:14, the termination of the said period being made plain after 1798. Of that period of time it was said, "Unto two thousand and three hundred days, then shall the sanctuary be cleansed."

The cleansing of the sanctuary in the Jewish typical system was a decisive work. Those who entered heartily into that work on the day of atonement found mercy, while those who did not "afflict their souls" by true contrition were to be "cut off from among his people." Lev. 23:29.

The Jews in this time, in their observance of the day of atonement, although it is without the casting of lots on the goats and blood offerings, regard the day as "the day of judgment." This will appear in the announcement of

the day by their rabbis. As a sample we quote the words of a Jewish paper of San Francisco, *The Jewish Exponent* of September, 1892. In announcing the day, it said: "The monitory sounds of the shofar [trumpet] are to be heard every morning in the orthodox synagogues, advising preparation for the day of memorial, and the final judgment of yom kippur." (*Yom* is day, and *kippur* is atonement.)

In 1902, Isidore Myer, another rabbi of San Francisco, in announcing the service of the day of atonement said of the Jew on that day, "He is also summoned by the voice of the same trumpet, or 'shofar,' to scrutinize retrospectively his actions of the past year while he stands tremblingly before the all-seeing eye of eternal justice, sitting on the throne of judgment."

That service on the day of atonement in the earthly sanctuary was an example of the real cleansing of the sanctuary in the closing work of our great High Priest in the heavenly temple, and must be just before that solemn mandate, "He that is unjust, let him be unjust still: and he which is filthy, let him be filthy still: and he that is righteous, let him be righteous still: and he that is holy, let him be holy still. And behold, I come quickly." Rev. 22:11.

When Bible students had ascertained that the 2300 days of Dan. 8:14 would terminate in our year 1844, they had really found the time when the investigative judgment of God's people was to begin. The cleansing of the earthly sanctuary did not actually take away sins, because the blood of beasts could not take away sins. There was therefore "a remembrance made of sins every year." Heb. 10:3. But in the real work of blotting

out sins by the virtue of the precious blood of Christ, we have the blessed assurance, "Their sins and iniquities will I remember no more." Verse 17. The case of one thus treated is decided for eternal life—is judged. In harmony with this idea of the investigative judgment before Christ comes are the words of Peter speaking of the time when "the end of all things is at hand." He says, "The time is come that judgment must begin at the house of God; and if it first begin at us, what shall the end be of them that obey not the gospel of God?" 1 Peter 4:17.

From this consideration we see that when it was learned where the 2300 days would end, and the basis was found on which to declare the definite message, "The hour of God's judgment is come," God's word was most accurately fulfilled in the obtaining of that light. And we shall see that He has just as definitely stated the time when the judgment message should be given.

J. N. Loughborough.

Educational

CHURCH SCHOOL WORK

How to Secure Cooperation

One of the most important factors in the progress of a successful school is cooperation, and I do not believe injustice would be done in saying that it is *the important factor*. Without it our schools can do but little better than fail. "In union there is strength," and with a union such as a hearty cooperation gives, we have a strong barrier erected against that antagonist termed "Defeat."

The Bible is full of instances where heavenly intelligences have cooperated with people on the earth, to help them in one way or another. That same cooperation is still forthcoming in the things of God, and the flight of years has made us no less needful of its assistance. Especially do we need it at this time and in this work in which we are engaged. It is absolutely essential that we have the cooperation of interested parties in any line of work we may undertake. So in our school work, we do need the cooperation of the interested parties; namely, parents and pupils.

This subject naturally divides itself into different forms, which, when considered, show the relation between teacher and parent, teacher and pupil, and parent and pupil, and all these in two other phases—peace and trouble.

The triangle in music may be taken to illustrate the three important factors in school work and life,—parent, pupil, and teacher. These should form a perfect trio, with proper relations existing between each, and the union thus formed should be one of helpfulness and goodwill. The music which emanates from this triangle, when struck with the stick of harmony, should ever flow on in successive strains of unison and concord.

We take it for granted that the cooperation of Heaven is always insured to any work that is organized for the purpose of preparing and fitting either old or young to become helpers of humanity.

Should we desire to work for any class of people we must work our way into their confidence, get them to trust our ability to work for and with them, and then show that we are really interested in them. If teachers fail in securing the cooperation of parents and children, they will fail largely in accomplishing the object of their work. To begin with, the pupils are chips of the old blocks, and when we want to understand the nature of our pupils, we must begin by understanding their homes. Johnny's day-dreaming, Mary's temper, Tommy's bullying, Susie's tattling, etc., may all be dealt with more effectively if the teacher understands whether they are inherited, or the results of improper training, or the outcropping of so much general depravity.

A child spends nine times as much time at home as in school. It is to be expected, therefore, that the influence of his home on the formation of character should be much greater than that of the school, no matter how strong the latter may be; and that, unless the two agencies work in harmony, the effects of the school will in a large measure be frustrated.

Two boys went to school in a certain district. Their home was near a river, but for all the use they made of it, they might as well have lived in the middle of Sahara. The teacher succeeded in getting them to try the civilizing chemical experiment of soap and water when in school, but the influence of the home baffled

that of the school, so when the term closed the boys sank back into barbarism. This is simply a homely example of the result obtained when the school and home exert opposing influences. There are so many things about a school which make the cooperation of the home necessary. The attendance of the pupils, their tardiness, their behavior, their home study, etc., all depend directly on the cooperation of the home. In order to secure this cooperation we must get parents interested in the working parts of the school, its requirements, its object, and its plan of procedure. If the parents in a church become interested in the requirements of the school, there are many chances that something will be done. The talk around the kitchen stove often settles many things in our schools.

The teacher also needs the cooperation of the home for the moral backing of her government. If Willie gets a reprimand in school and then goes home to be petted and fussed with, while any story that he tells will be believed, about how some other pupil was to blame, how thoroughly innocent he is, and how cranky the teacher has become—if all this is believed, the discipline will not do what it should for Willie.

"But how shall we get the parents interested?" I hear you ask. First, visit them in their homes; talk school to them; be interested in that school yourself. Get them to know that there is something being done there for their sons and daughters, and that you are not there for the sake of a position, but for their own good, to cooperate with them in preparing their children for eternity. Talk with decision, and make your work the prominent part of your life. We, as teachers, have the most important work ever committed to mortals. Get the parents to realize it, if possible.

Sometimes parents are not interested in school work sufficiently to be of much real service. Here we have a work for parents. Our work sometimes lags because of dulness in the homes of our pupils.

While traveling recently, a little experience occurred which I wish to use as an illustration. As the train stopped at a small station, a man of middle age stepped on, and took a seat. The country, naturally, was the theme of conversation among the passengers sitting

around, and in a minute this man was aglow. He took up the strain and in a very few minutes had the lead in the conversation. He was expostulating on the advantages of the country, how easily it could be procured, what great crops could be raised, the value of one year's production, the man who owned it, the railroad under construction, and all such things to raise in the minds of his hearers an esteem for a piece of that land. He was a real estate man. That was his business—not half so important as our work, yet he was interested in it. He was working to arouse an interest.

Should teachers be less enthusiastic in their work? Should it not be our business to awaken an interest in our work among patrons? They are interested in other things, and when we go to visit them we find out all about their work, the number of acres they have, the number of trees in the orchard, how many cows, pigs, horses, etc., how many bushels or pounds of fruit raised last year, and how many they expect this year. Our work is even more important than that. Why, then, should we not talk about it and get their attention placed on our line of work, our business, for a change?

It is sad to note that some parents can tell more about their crops, animals, chickens, etc., than they can about their children. They need to be interested, and by our showing as much interest in our work as they exhibit in theirs, we may be as successful as they.

They hire a man to work on the farm, and every day his work is inspected. A house-girl is secured to scrub the floor and wash the dishes. Her work is viewed daily and watched carefully. A teacher is secured to instruct their children—the greatest possession they have—and many times not one visit is received from them in nine long months. Why is this?

Is there not a need of teachers consecrated to their work for the children, and then to arouse in parents the same interest which they themselves have?

After your visiting is done, have them visit you. Appoint a parents' visiting day—and now comes the cooperation of the children. Here is where you can enlist them to help you and thus get their cooperation (if you fail to have it at this time). Have a committee of children appointed every two or three weeks, whose duty it shall be to invite parents to visit

the school. A record may be kept of the success of these committees and thus a competition be aroused which may extend even to the parents, as to who visited the school the most frequently. If a special day is set apart as parents' day, there should be a good deal of preparation for it. A little program may be arranged to take place between different sessions of the school work. One of the first things to be done is to have the language or grammar classes prepare forms of invitation. Two or three of the most satisfactory may be selected and copies of the best carefully prepared by the pupils. If drawing has been studied, some simple decoration may be placed on each invitation. Envelopes are made and properly addressed. So far the preparation has yielded a language lesson, a writing lesson, a drawing lesson, and a lesson in construction, all real lessons, too, and very interesting. Ushers may be appointed or elected, and a committee chosen to look after the comfort of the visitors. Then there is a committee to present any work which the school wishes to exhibit.

By this means the cooperation of the children is enlisted—an important factor to successful school work. They are brought to realize that it is their school, and they are going to work for its advancement. It arouses their interest, and they will be more regular in their attendance, and more industrious in their studies.

On parents' day the teacher is ready, if an opportunity presents itself, to call attention in a tactful way to any needs of the school, and to interest the visitors in the plans that she is trying to follow. Parents will appreciate a visit to a school where kindly attentions are shown them, and will lend a helping hand to cooperate with the teacher in making that work a success.

Be ready to hear the suggestions that may be offered, but use your own judgment in carrying them out.

Now let us consider the subject under the conditions which quite frequently exist in our schools. In conducting the school the teacher is looked upon as occupying the place of the parent, and should be given the same authority to insist on the obedience of the child. This covers the whole internal management of the school, the assignment of the pupils to grades, the lessons or studies

they are to pursue, the means of discipline, etc. When the pupils get notions that they do not want to study certain subjects, the teacher has a right to decide, but should be careful to exercise her authority only for the benefit of the pupils, never for the satisfaction of her own pride or whims. It is well to remember that after all the child belongs to the parents, and their wishes should be complied with as nearly as possible. By and by when a teacher has stopped teaching and has settled in a home of her own, she will be very, very positive that the parents' wishes should be respected.

Many parents have a false standard for measuring the progress of pupils. They measure by the size of the book, or by the number of pages covered. Teachers are human, and in their efforts to please parents often allow the children to go too fast in their studies. The determined teacher says, "Put them back." Another allows them to start where they left off; but when they come to something they do not understand, it is thoroughly reviewed before they are allowed to proceed. To illustrate: A class begins work in grammar in the middle of the book. One day it is discovered that the members can not distinguish between a common and a proper noun. This subject is thoroughly reviewed before they proceed. This work is continued until the subject is mastered, and they do not meet with the discouragement of being put back. These pupils feel in a better spirit of cooperation.

Often trouble arises through mere trifles. Parents sometimes speak lightly of the teacher and her work. When this is done it tends to diminish the respect of the pupils for the teacher's authority, and their interest in school. Sometimes this happens in churches where the teachers are models in every way. Again, a teacher may build a barrier against her own work. Once there was a teacher, otherwise a very bright one, too, who told her class that she had never washed dishes. She did not tell it with any feeling of pride, just thoughtlessly mentioning it, but its effect on the mothers and daughters of the school can better be imagined than described.

Troubles will come, but ever be careful of your words and ways. Should a parent visit you some morning full of a burning fever of words, keep cool so

as to give him no excuse for his anger. If you do so, he will soon quiet down and begin to feel sorry that he has allowed himself to get angry, and may, perhaps, try to make amends at the close by asking you to supper.

If trouble has come, the question is, "How can peace be secured?" not, "Who is to blame." Don't wait for the other party to make amends. We wait for the other one to come to us, feeling that we are innocent, surely it is their duty to make things right. So we wait, and trouble continues. There is some spiteful talk engaged in, but the other party says all the bad things. Surely we can not go and talk now to one who has talked so meanly and said such awful things about us. So the trouble grows.

"If trouble has come and some one is on the war-path, the question is, How can peace be secured? Don't stop to ask who is to blame, and don't expect the one who is to blame, if it is some one else than yourself, to own up to it and to make the wrong right.

"It sounds reasonable that the one who has done some damage should also repair it, but things seldom happen that way. Says Charles Wagner in 'The Simple Life:' 'That which we should know, and which life repeats daily, is that damage caused by some is repaired by others. Some destroy, others build; some soil, others clean; some stir up strife, others appease it;—so some cause tears to flow, and others console; some live in iniquity, while others die for justice. And it is in the accomplishment of this dolorous law that safety lies. Given the evil, the great thing is to repair it and to begin at once. So much the better if the malefactors will contribute to this reparation, but experience counsels us not to count too much upon their cooperation.'"

Teacher, *break the spell.* Go into the enemy's camp and talk the matter over. Almost every such trouble will be settled, and good-will and cooperation secured more than ever before.

It is told that Charles Lamb with his peculiar humor, once objected to being introduced to a person whom he had said he hated, because he was sure that he should be unable to hate the man after getting acquainted with him. Get acquainted with the parents and have them get acquainted with you.

As stated before, confidence must precede cooperation; therefore secure it at all hazards, both of the parent and the pupil. Talk with your pupils. Be sociable with them. Be one with them in the schoolroom. Pray with them; and many times on your knees alone before God, ask for knowledge, tact, and skill to lead and direct the lambs of the fold.

In wars between nations the side which sues for peace is usually taken to be defeated, but not so in the warfare in which we are engaged. Here the one who seeks peace is the victor. He shows that he has conquered himself, which is more than taking a city. "What man is he that desireth life, and loveth many days, that he may see good?" "Keep thy tongue from evil and thy lips from speaking guile, depart from evil and do good; seek peace and pursue it."

And even then there will be troubles enough that no one can prevent.

J. W. Rich.

In the discussion of this paper several speakers emphasized the need and importance of using tact in gaining the confidence of parents. To gain their confidence we must win the hearts of the pupils, and to do this we must love them.

Some thought it advisable to get acquainted with the parents and with the needs of their children before the opening of school. This opinion was not unanimous, however.

Institute Items

Professor Ballenger gave one or two very interesting and instructive lessons on simple book-binding.

A number of very valuable papers and discussions were presented from evening to evening. These will be printed later in the RECORDER.

Some time during last week was given up to examinations for those who desired to secure conference certificates, or who wished to raise their grades.

Brother A. E. Brown, of San Diego, was called home the fore part of last week on account of sickness in his family. All were sorry to have him leave.

Last Thursday evening the regular exercises were laid aside, and the entire company of teachers were treated to a

pleasant boat-ride on the Russian River. Ten or eleven boats were required to accommodate the company.

Several new teachers came in for the last few days of the institute. Among these were Miss Daisy Neston, of Ukiah, Miss Edith Bond of Fresno, and Mr. J. M. Jones of Laton.

Some of the teachers have been in consultation with their respective state superintendents the past week regarding their places of labor next year. So far a number of selections have been made.

A few of the teachers found it necessary to return home before the closing of the institute. Among these may be mentioned Prof. J. W. Rich of Mountain View, and Prof. A. W. H. Millard of Chico.

A week ago last Sunday those in attendance at the institute spent the day in picnicing in the vicinity of Mill Creek, several miles from Healdsburg. Some class work was conducted on the picnic ground. A very enjoyable day was spent.

Prof. I. C. Coleord's class in School Management closed up its work several days before the close of the institute, and the members were given a few lessons in the best methods for teaching penmanship. Considerable interest was shown in this class.

The Field

A Farewell Letter

To the Brethren and Sisters of the California Conference:

The time has come when I am to leave California for another field, and a few words of explanation and farewell seem to me fitting and, perhaps, necessary.

In the first place, I wish to assure you that I do not go from your midst because I am dissatisfied with the treatment I have received; for I have always been treated with great kindness and consideration. I know that I am "going away from home," and shall leave behind many warm personal friends, whose companionship I shall greatly miss.

I have now been in California fifteen years, and have enjoyed my work and associations here very much; but I believe the time has come when duty calls me to another field. I am going to the needy Southern field, and expect to start for Greensboro, N. C., Monday, July 13. I need not enumerate all the reasons that have led me to change my field of labor. Among these reasons, I will, however, mention two.

As I am unable to do pioneer work, or travel around much on account of my crippled condition, I felt that what little I can do in a local way, and what influence I can exert in behalf of the cause of God, should be in a more needy field than California. And surely North Carolina is a more needy field than California, as a few comparisons will show:

California has a population of 1,500,000, 30 ministers, 71 churches, and a membership of 4,396; while North Carolina, with a population of 2,000,000, has only five ministers, 11 churches, and 300 members.

Thus it will be seen that California has a smaller population, six times as many ministers and churches, and more than fourteen times as many members.

Again, the cost of living is much higher here in California than in North Carolina, and my support would therefore cost less there than here. As the California Conference has very kindly and generously undertaken to support me, whether in this conference or in some needy field, I chose the needy field where my work will count more, and my support will cost less than here. This I regard as a right and reasonable view of matters, hence I felt free to request a transfer from this conference to the North Carolina Conference. This transfer has been made by the two conferences, with the approval of the union conferences of which they form a part. Thus the transfer has been made in the regular way, and I go with the assurance that the move will prove for the best good of the cause, and, therefore, best for me and mine.

The Lord opened the way for us to sell our little home at Morgan Hill, and other providences also give evidence that the Lord's guiding hand has been with us in preparing for this important change. We shall ever remember our pleasant associations with our people in California, and shall watch with deep

interest the development of the various branches of the cause in the golden state, both north and south. My post-office address, until further notice, will be Greensboro, N. C.

M. H. Brown.

July 9.

SOUTHERN CALIFORNIA Bible-Readers' Class

Are you a member of the class that began reading their Bible through by course at the Los Angeles camp-meeting last September? If you are, how have you been progressing since then? I have received a great many encouraging letters from this class of nearly 600. There are still a great many from whom I have not heard. The class, if reading their regular twenty-three chapters a week, should read the 12th chapter of Romans on July 18. Unless we quicken our pace a little we will not finish our Bible until the 28th of August. This will be about two weeks after the camp-meeting closes. If you have time I would suggest that you read a few extra chapters each week, in order to finish before or during the camp-meeting, which begins August 6, and continues ten days.

I wish Sabbath-school and church officers who read this article would call attention to the importance of being faithful in daily Bible study, that it may inspire some of the delinquent ones to renew their faithfulness. We wish to have a profitable and interesting experience meeting on the camp-ground, and those who have finished their reading will probably enjoy this meeting more than if they have been delinquent. Let us all be faithful, that we may encourage others to faithfulness.

E. S. Ballenger.

College of Evangelists, Loma Linda

The second year of our college work is now past. It has been a year filled with hard work and study, not only on the part of students, but also on the part of the teachers. The endeavor to work out a system of training which should conform to the pattern given us, and so closely combine the medical work in healing and education with the gospel message as to leave no division line between them, has been at once a task most difficult, and yet of most absorbing interest.

The constant tendency of each branch of the message is specialization. And this is right to a certain extent. The need, however, of the large body of medical missionary workers is a training that will make them medical evangelists and educators. They should learn how to educate the people in the principles of healthful living; teaching them the relation between righteousness and health, between sin and disease, and true faith and trust in God, and the healing of soul and body. To many, both faith and healing are mystical—not the mystery of godliness, but something which can be relegated to a "cure-all" system, or entrusted to a glib tongue. This is not as it should be. God would have us regarded as a "wise and understanding people," as sane and sensible. But we can never represent either the gospel or medical work in its completeness until we shall study more diligently the relation of cause to effect, and understand more fully the laws governing both the spiritual and physical being.

"In the training of nurses you may reach a high standard of efficiency." Through the blessing of the Lord we have seen something of the fulfilment of this promise.

The particular objective point of this year's work has been the working out of a plan whereby each student might become a real evangelist,—not simply learn *about* missionary work, but actually take part in it, making it a continuous thing, as it must be when the student leaves school to enter directly upon his life-work in the Master's cause. That Loma Linda is peculiarly adapted to this educational system, and was given us quite largely on that account, we can not now doubt.

One of the senior students has been given charge of this field work, which consists of canvassing, distributing papers and tracts, visiting homes in order to organize small companies who desire instruction in the Bible, health lines, cooking, temperance, etc. Those who have spent a longer time in the school, and those who are more matured, conduct these Bible-readings, cooking schools, and health talks, while those of less experience distribute tracts, or canvass. All find some place in the work. Each student is allowed one afternoon each week in the field work. In the short time

(Continued on page 6)

PACIFIC UNION RECORDER

Published Weekly by the

*Pacific Union Conference of
Seventh-Day Adventists
Mountain View, Cal.*

Subscription Price - - Fifty Cents a Year

Editorial Committee

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Entered as second-class matter July 6, 1906, at the Post-office at Mountain View, California, under the Act of Congress of March 3, 1879.

THURSDAY, JULY 16, 1908

A number of the teachers from the educational institute at Healdsburg were callers at the office on their return home the fore part of the week.

Recent word from Utah is to the effect that Brother M. H. Leon is doing excellent work in canvassing in Ogden. His last week's report shows orders taken to the amount of \$62.50.

Elder J. N. Loughborough left last week for Australia, where he will remain for some time, assisting in the work in that field. We shall endeavor to keep our readers in touch with him through the RECORDER.

Elder M. H. Brown, who for a number of years has been connected with the work in various positions on the Pacific Coast, plans to leave this week for his new field of labor in North Carolina. Our prayers go with Elder Brown.

On account of not being able physically to carry on his work to advantage, Elder J. O. Corliss returned home a few days ago from Salt Lake City, Utah, where he has been assisting Elder Huntington in a tent-effort. The meetings will be continued for a time.

The Pacific Union Conference Institute at Healdsburg closed up its work this week, and the teachers have returned to their respective homes or fields of labor. The institute has been considered a success in every sense of the word by those who have taken part in it. It is the hope of all that this may be the beginning of a new era in our school work on the Pacific Coast.

At a meeting of the teachers held the last Wednesday evening of the institute, the question of the teacher's relation to the PACIFIC UNION RECORDER was quite thoroughly discussed, and it was decided to start in the columns of our paper a department known as the "Teachers' Exchange," in which might appear reports from the various schools, items of interest in the educational work, short articles on school methods and other subjects of special interest to teachers. It was hoped that in this way the spirit of unity which has been engendered by this union conference institute may be preserved even though the teachers are widely separated in person. The teachers expressed themselves as being heartily in favor of this move, and each promised to do his part in making it a success.

UTAH

Items of Interest

Brother M. H. Leon, who is canvassing in Ogden, is of excellent courage, and is doing well with his work.

Brother J. M. C. Johnson, who came here with Elder Corliss to assist in the singing, is proving a good help in the services.

Last Sabbath one more member was added to the church in Salt Lake City. The interest in the tent-effort in Salt Lake is growing.

Brother H. G. Gjording recently closed a Danish effort in Salt Lake City, and is now moving his tent to Bear River. He will be assisted in this effort by Brother P. F. Olson.

Brother Chas. Nelson and company will also close their first tent-effort shortly in Logan, and pitch again at Millville, a small town not far from Logan. Brother Nelson expects to baptize a number of candidates shortly.

Elder S. Hare, who recently joined our conference from California, and was to have conducted a tent-effort in Ogden in company with Elder M. H. St. John, has been suffering considerably the past few weeks with rheumatism, and is unable to do any work. The interest there is reported to be excellent, and good results from this effort are anticipated.
Miss M. E. Fletcher.

College of Evangelists, Loma Linda (Continued from page 5)

this plan has been followed many openings have been entered, and a substantial interest aroused.

Those most active in the field work are leaders in the Young Peoples' Society. Their meetings are indeed "workers' meetings. The faculty has arranged to give special instruction in Bible-readings and Health and Temperance lectures. These classes are an integral part of the Advanced Course for Gospel Workers.

We feel to thank and praise the Lord for the measure of success which has attended our efforts, for we know it is "not by might, nor by power, but by My Spirit, saith the Lord."

During the year, a total of 112 students have been matriculated. Seven have been graduated from the three years' nurses' course. One of these, Mrs. Ellen Cornish Foster, together with her husband, Brother Walter Foster, has accepted a call from the Mission Board for Japan.

The college offers three courses of study: The Nurses' Training Course of three years, an Advanced Course for Gospel Workers of one year, and a one year's course for training hygienic cooks and bakers.

We desire to thank the Fernando Academy and its faculty for the release of Elder R. S. Owen, who will take the position of Bible teacher at Loma Linda next year. The scientific work of the college will be strengthened for the coming year, and better laboratory and chemical facilities provided. All who are interested in obtaining a training in medical evangelistic lines should address the president. Dr. Geo. K. Abbott.

Loma Linda, via Redlands, Cal.

California Conference Tithe Receipts for June, 1908

Alameda, \$123.10; Bakersfield, \$5.75; Chico, \$265.91; Dinuba, \$92.95; Eureka, \$135.58; Healdsburg, \$721.83; Lockwood, \$31.35; Laguna, \$54.49; Morgan Hill, \$86.82; Mountain View, \$387.45; Monterey, \$13; Mt. Bullion, \$5.53; Merced, \$57.80; Oakdale, \$98.44; Oakland, \$34.19; Sacramento, \$8.10; San Francisco, \$210; San Jose, \$7.75; Santa Cruz, \$36.66; Santa Rosa, \$131.95; Soquel, \$10.05; Stockton, \$143.40; Turlock, \$66.10; Watsonville, \$6.66; Woodland, \$240.36; Mrs. Lillie, \$25; Miscellaneous, \$6.37. Total, \$3,006.59.