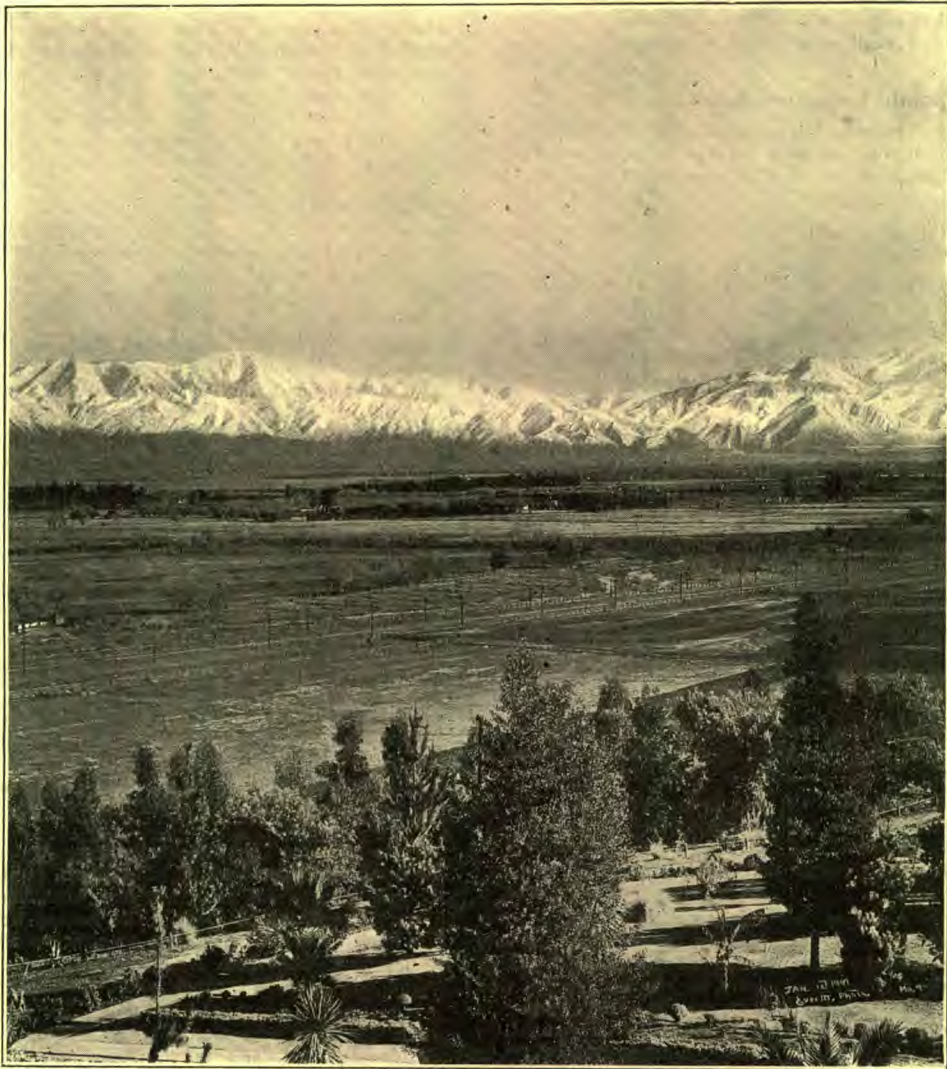


The YOUTH'S INSTRUCTOR

Vol. LVI

August 18, 1908

No. 33



A VIEW FROM LOMA LINDA COLLEGE OF EVANGELISTS

A Page of Student Testimonials

Union College

I think Union College a very good place to find out how little one knows, but it is an excellent place to learn a great deal. It is the best place I know of to be impressed with the necessity of learning.

E. C. ROWELL.

Union College has given me an inspiration and an aim,—an inspiration to get an education, and an aim to be always what God would have me, to be of service to others.

ALTIE WORDELL.

It is impossible for me to express my appreciation of the privilege of being here. This school has opened to me a new view of what this message represents, and it affords me great joy to give it to others.

ANNA ANDERSON.

I think it is enough for me to say that I have been here five years, and expect that this shall not be the last year.

ARTHUR SMITH.

I wish I could say that this was not my last year in Union College. It is a good place to be, and I want everybody to come.

MISS CLEMENT.

I believe there is not another place in all the world where we can receive the ideals and education that we can receive in Union College.

HANNAH KLIENMEYER.

I have not words to express myself, but not because I have not the feeling. I had really no hope, nor any ambition in the world, when I came to Union College. It is here I have learned to know God.

LEONARD RUCKER.

As I leave Union College, I do not expect the college to leave me. The principles and ideals of true education I expect to take with me, and I shall urge others to come.

LILLIE GEORGE.

South Lancaster Academy

South Lancaster Academy has deepened the determination I had when entering it, of preparing for service, and has taught me my great dependence on my Saviour, and that in his strength alone I can succeed.

LENA TAYLOR.

I have received more benefit from being here this year than any other year of my life.

EDNA TROUT.

South Lancaster Academy is a "storehouse of good things."

IDA C. TROUT.

South Lancaster Academy has given me an aim in life, shown me the way to success, put me on that path, and given me a preparation to travel that road, at the end of which is the New Jerusalem.

ROBERT A. BECKNER, class of '08.

The principles I have gained in South Lancaster Academy, if followed out in my future life, will not only mean success in this life, but a preparation for life everlasting.

S. HERBERT MILES, class of '08.

South Lancaster Academy has been the instrument in God's hands of laying my worldly ambitions in the dust; and has given me ideas in keeping with the mind of Christ.

R. G. RYAN.

South Lancaster Academy is a training-school where an all-round Christian education is given. Experiences gained here are and will be invaluable to me throughout life.

FLORENCE LEO, class of '08.

The one year which I have spent at South Lancaster Academy has been happier and more beneficial than the thirteen spent in worldly schools.

BESSIE TILTON.

I do thank the Lord that the way ever opened for me to come to this school. It has put the desire in my heart to devote my life to God's work, and I am determined to interest in the school all the young people that I am acquainted with.

JULIA WILSON.

South Lancaster Academy has made me all I am or ever expect to be. God has worked mightily through the teachers in giving to the students that which will aid them in being able to get out their citizenship papers in heaven. Praise God for South Lancaster Academy. May we who have been its students, be always true to the high principles it has taught us.

GEORGE WM. KEIL.

I thank God that he ever put it into my heart to come to South Lancaster Academy and I feel that, if I should ever make a success in the world, I owe it to South Lancaster Academy.

HAROLD LUKENS.

South Lancaster Academy is a school where every young man and woman who attends will be better fitted for life's work. It is indeed a Christian school.

G. R. FATTIC.

It seems to me that the motto of the junior class of 1908, "He conquers who conquers himself," is a very good example of the principles of the South Lancaster Academy.

(MRS.) FANNIE E. HAMBLIN.

South Lancaster Academy has done more for me the years I have been here than I can possibly tell. It has awakened a desire within me to give my all to my Saviour.

MAY A. LINDSEY.

I count it a priceless privilege to attend this Christian school at South Lancaster.

GLADYS MACHLAN.

This is my second year at South Lancaster Academy, and words can never express the good that I have received here.

LOUISE PALMER.

Beechwood (Indiana) Academy

I am glad that I have been able to attend this school, and my great desire is that when I leave here, I may show those around me that I have been in a Christian school, and learned many good things.

MAE LANCASTER.

I am thankful for the principles of Christian education. They are founded upon truth. It seems to me the knowledge that is real and true is the most desirable knowledge. Education that the world gives is founded upon some principle that is unreal and untrue, and will last for but a few years, but the principles of Christian education will last forever. I am glad that we can study these things without being disturbed by speculating science. I am glad that we have the truth as it is in the Bible, and that we are unclouded by human interpretation. I am glad that we have the spirit of prophecy to help us in studying truth. I am glad that I received my education in one of our schools, and that I understand some of the principles of Christian education.

H. M. LEE.

I am glad that I have the privilege of being in a Christian school. I know that I received great blessings from being here.

CLAUD ROBERTS.

Keene (Texas) Academy

I well remember how the Lord impressed me to come to this school. I received a letter from College View, asking me a number of questions. The writer desired to know how I intended to spend the future, and asked me to write to him. For some time I got that letter out and read it every day. I never answered it, but I decided to go to school. About that time I also got a letter from Keene, and I came to Keene. I intend to have a part in the closing gospel work.

* * *

I am thankful this morning that the Lord has planted a school which will develop the physical, spiritual, and mental powers. Worldly schools do not do this; they develop only the physical, mental, and moral powers. I am glad that the Lord has put a desire in my heart to receive Christian education.

* * *

I desired a knowledge of this truth, so I gave up the ways of the world, and came to school right off the farm. The Lord helped me to get a preparation. I was a canvasser, and it seemed as if he just put the money in my pockets.

* * *

I had the privilege, when I was a child, of attending the public schools, and it was said that at that time we had the best system of public schools the State had ever had. The superintendent of the schools where I went was a fine man, and I think a great deal of him; but the principles that this institution stand for are not to be found in the schools of this world. I am glad that our institutions are planted throughout the land preparing the young to go out and make known to the world the will of God to man.

* * *

Loma Linda College of Evangelists

I have been a Christian all my life, and my father is an Adventist minister, but I did not really love to study the Bible until I came to Loma Linda. I had a love for other reading, but never before did I really love to study the Word of God. I thank the Lord that he has put that love in my heart, and taken from me the desire for other reading which I once had.

* * *

I am glad for the opportunity to express my appreciation of Christian education and of what Loma Linda has done for me in that line. I am glad that true education means more than a mere knowledge of books. The lessons we have learned from the Book of books, and from association with those who have its power in their lives, I would not exchange for all the education any worldly school could give.

* * *

I believe Loma Linda is the best place in the world to get a Christian education. I am glad to be connected with a Christian school, and to be preparing myself along Christian lines that I can by God's grace, help in the forwarding of his work.

* * *

I am especially thankful for the privilege of being at Loma Linda. I know that the Lord has led me here. I am thankful to be here preparing for the field work that the Lord has outlined. I want my influence to be such that others will be led to realize the value of a Christian education.

* * *

I am glad for the privilege of a Christian education. I am sure that we have privileges here that can not be had at any other place. It is but little we can do for him, and the little that I can do, I want to do faithfully.

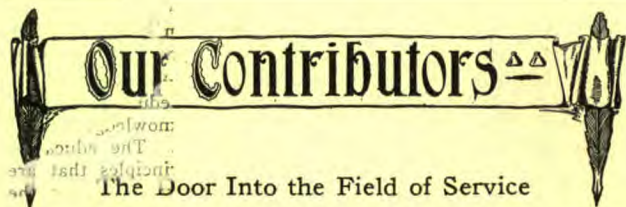
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The Youth's Instructor

VOL. LV

TAKOMA PARK STATION, WASHINGTON, D. C., AUGUST 18, 1908

No. 33



The Door Into the Field of Service

THE educational revival has wrought a mighty change in the aspect of our world-wide work. We see it in every feature of the cause—in our camp-meetings, in the shaping of the work in the home lands, and in planning for the tremendous work to be done in a short time in the great mission fields.

The open door into our schools is an open door into wider, stronger, and more effective service. Press into that door, young people, for the time is late, and the fields are calling. The divine command rings out, "STUDY!" "study to show thyself approved unto God, a workman that needeth not to be ashamed." Let us study—in school and out. No workman loses time by stopping to sharpen a dull tool. Thank God for the awake-^{ness} that is sending our young people in troops into our schools. Already it has meant a rapidly extending^{ing} of workers for the mission fields. Press into the ranks. W. A. SPICER.

The Advantages of Our Own Schools

WHEN crises came to ancient Israel, and God needed men whom he could trust,—men who would fight valiantly for him, who would be true when many were false, and brave when others were cowardly,—he chose those who had been learners in his school, and had been instructed in right principles by godly teachers. Men like Moses, Samuel, and Daniel had from their youth been taught to fear God, and to them the fear of God was the beginning of wisdom. As students in God's school, they had learned the power of faith, the efficacy of prayer, and the joy of willing service. Thus they had gained those necessary qualifications which enabled them to lead the people of God in the straight and narrow way which the world had forsaken, preferring to follow the broad road which leads to destruction.

To-day the Israel of God is entering upon a severe conflict,—the final one,—and the Captain of our salvation is calling for faithful soldiers, who have studied to show themselves approved unto God,—soldiers who "wrestle not against flesh and blood, but against principalities, against powers, against the rulers of the darkness of this world, against spiritual wickedness in high places."

There has never been a time since this message began when there was such a need of *trained* workers to answer the many calls that come from all parts of the earth. But the demand is for those who have been taught the saving truths of this wonderful message that they may in turn teach it to others. Our schools the world over are giving this training, and from them come our strongest workers. It has been so in the past, it is so to-day, and will be even more true in the future, as the gulf widens between Christian education and the popular education of the world.

For this reason I urge all our young people to plan this year to attend our own schools and colleges. If you go to an institution of learning whose whole aim is to fit its students for positions which will bring wealth and fame in this life, will that training prepare you to forsake all, that you may gain heaven? Will it establish you in a truth which these schools deny, or increase your faith in a message which they reject? Will it train you to be gospel messengers?

When I urge upon our young people this matter of attending our own institutions of learning, I am sometimes told that our schools are small and poorly equipped. Let all our young people rally loyally to their support, and they will grow to the size necessary to insure them a competent staff of teachers. Of what use are elaborately equipped science departments of richly endowed colleges, if the science there taught denies God's inspired rec-



LABORATORY OF THE FRIEDENSAU SCHOOL

ord of the creation of the heavens and the earth? It is true that many of our schools are small and insufficiently equipped, that the teachers are unknown among the world's wise men; but let it not be forgotten that God has not changed since he spoke through the apostle Paul those wonderful words: "For ye see your calling brethren, how that not many wise men after the flesh, not many mighty, not many noble, are called: but God hath chosen the foolish things of the world to confound the wise; and God hath chosen the weak things of the world to confound the things which are mighty; and the base things of the world, and the things which are despised, hath God chosen, yea, and things which are not, to bring to naught things that are: that no flesh should glory in his presence."

It is an advantage to attend a school where the third angel's message is believed and taught, where God is given his place in history and revelation, where the science taught exalts the Creator and not the creature. It is an advantage to go to a school where the



FOREIGN MISSION SEMINARY, WASHINGTON, D. C.

entire Bible is held to be inspired, and the prophecies are searched and explained. It is, dear young friend, an incalculable advantage and benefit to attend a school where worldly influences are shut out, and where your classmates are united in the desire to receive that training which will enable them triumphantly to carry "the advent message to the world in this generation."

H. R. SALISBURY.

Securing an Education Under Difficulties

A WELL-DEFINED purpose is a better asset than money in securing an education. The strongest men in this cause, and, indeed, the men who have been the truest and best builders in this great country of ours, have secured their education under difficulties.

"Blessed be drudgery," says Mr. Ganet, who thus places a benediction upon hard work, under difficulties, because he conceives that the effort, the struggle, and the victory are in themselves fundamental parts of one's education.

The boys and girls who stand at the head of their classes, and achieve the most brilliant successes in their school work, are usually those who have little money, and work out with their own hands the larger part of their support while in school. The idle students, the sport-loving boys, and the tittering, silly girls, are usually those who are cursed with too much ease and luxury.

I recall one of these idle, purse-proud young men, who, during his school-days, seemed to take much more pride in the quality of his clothes than in standing at the head of his classes. One of the professors amusingly referred to him on a certain occasion as wearing

"a five-dollar hat on a five-cent head." There were other boys there at the same time who could hardly afford a fifty-cent hat, yet they were the best students in the school.

Several years ago our English Bible school opened in London, with only thirty-five students. None of them had money with which to pay their tuition. They arranged to pay their expenses by selling papers on the streets of London at two cents each.

When the school year closed, every student had paid his way, and not one was in debt. Prof. H. R. Salisbury, now principal of the Foreign Mission Seminary, of Washington, D. C., was principal of the school. One day he unexpectedly wanted change for a sovereign (\$4.87), and taking it from his pocket, asked if any student could give him the change. All were silent until a young man on the front seat looked up

wistfully, and said, "Professor, will you please let us see what it looks like?" Those young men knew very little of the appearance of gold; for they received mostly coppers for their penny papers; but they knew something very definite about the looks and feeling of a clearly defined purpose, and that was worth more to them than either gold or silver.

About ten years ago I was speaking in one of our largest churches in Australia in behalf of the Avondale School, and endeavoring to hold up before the young people the possibilities of securing an education, if they would form a definite purpose

to do so, regardless of unfavorable outward conditions. I noticed especially two young persons in the audience, who seemed much interested. When the meeting was dismissed, they remained in their seats, and waited for an interview. I found them earnest young people, evidently possess-



MISSION SCHOOL, FRIEDENSAU, GERMANY



UNION COLLEGE, COLLEGE VIEW, NEBRASKA



SOUTH LANCASTER ACADEMY, SOUTH LANCASTER, MASS.



WALLA WALLA COLLEGE, COLLEGE PLACE, WASHINGTON

The Workers Needed for the Lord's Work

THE Scriptures set before us an active movement in this world called "the work of the Lord." Jeremiah says, "Cursed be he that doeth the work of the Lord negligently." Jer. 48: 10, margin. When Jesus began his ministry, he said: "My meat is to do the will of him that sent me, and to finish his work." In his last prayer, just before the crucifixion, the Saviour said to his Father: "I have finished the work which thou gavest me to do."

This work of the Lord is the most important work in the world. It is carried on by the Lord himself and his Son Jesus. The angels take part in this work, for they are "ministering spirits, sent forth to do service for the sake of them that shall inherit salvation." Heb.

ing a wealth of enterprise and determination, but wholly without money. We made arrangements for them both to enter the Avondale School as industrial students. They began at the bottom in their studies, and climbed steadily and faithfully each rung in the ladder as they came to it. Their earnestness has been rewarded by the co-operation of friends, and by some remarkable providences which have enabled them to persevere in their studies for ten years, until a few days ago we saw their names in a class of graduates from a medical school, where they obtained their degrees with honors.

In that same meeting, mentioned above, was a young woman, one of the children of a large family. She had long craved an education, but saw no possibility of obtaining it; but her earnest, thoughtful mind grasped the idea that a well-defined purpose would find a way for itself. A few weeks later she wrote me a letter in which she said: "Acting upon your suggestion, I have decided to attend school next year. I have already earned and laid aside sixty cents, and I believe the Lord will help me to obtain the amount needed." The tuition in full was one hundred twenty-seven dollars. In one week she had saved sixty cents, and was believing that the Lord would help her obtain the amount required before the school term opened two months later. She did not earn the full amount, but having done her best, the Lord helped her in an unexpected way; and when the school opened, she was there in harmony with her purpose. She was a good student, as, indeed, most young people are who thus form a high resolve, and abide by it.

"There are riches better than gold," and among them are the rich experiences we gain in triumphing over difficulties.

E. R. PALMER.



MOUNT VERNON COLLEGE, MOUNT VERNON, OHIO



FERNANDO ACADEMY, SAN FERNANDO, CALIFORNIA

of grace are called to join in the work. It is written: "The Lord said, Separate me Barnabas and Saul for the work whereunto I have called them." Jesus teaches that God has given to "every man his work," and says to all, "Go work to-day in my vineyard." The apostle Peter says, "As every man hath received the gift, even so minister the same one to another as good stewards of the manifold grace of God." Those who do this are said by Paul to be "laborers together with God."

These laborers are called apostles, prophets, evangelists, pastors, preachers, and helps, or helpers. In our day these laborers are known as ministers, Bible workers, canvassers, teachers, doctors, nurses, elders, deacons, secretaries, treasurers, business managers, accountants, stenographers, etc.

The work of the Lord is still a great force in this



KEENE ACADEMY, KEENE, TEXAS

world. In this generation it is to be carried with great devotion and earnestness by his workers to all parts of the world. It is to be *finished* in this generation. There has never been a time when the work of the Lord was more urgent than at this present hour. Nor has there ever been a time when efficient workers for the Master were in greater demand than at this moment.

Strong, earnest preachers are wanted everywhere. There is more than one place open and calling for



Eastern Academy, Loveland, Colorado

every young man who will give himself whole-heartedly to the ministry. And exactly the same may be said regarding nearly all other kinds or classes of workers. Consecrated Bible workers are greatly needed in our large cities. Thousands of doors stand wide open for the earnest canvassers and paper workers. Teachers are called for from nearly every land. Doctors and nurses are wanted everywhere. Good, wise-hearted business men and accountants are greatly needed in our institutions. Faithful stenographers are wanted.

The young people connected with this cause which is being carried by Seventh-day Adventists are the most fortunate young people in the world to-day. They are called to a definite, specific, grand work. There is a place waiting for every one of them, and they should make haste to get the education and training necessary to enable them to fill that place acceptably.

"Who then is willing to consecrate his service this day unto the Lord?"

A. G. DANIELLS.

The School Year of 1907-08

Some Interesting Figures

THIS year has been a most prosperous one in our schools. The blessing of the Lord has richly attended them in their work, and his protecting care has been over the teachers and students, preserving them in health and in courage for their duties.

It has been a year of material prosperity. There has been an increase of twelve schools. The assets of our schools, according to the reports of the statistical secretary, have increased over a quarter of a million dollars. There have been added forty-two buildings. This increase has made it possible to accommodate two thousand more students. Land to the amount of nine hundred ninety-two acres has been added. The teaching force has been increased by forty-three instructors, and the enrolment during this past year over that of the preceding year was increased by *fifteen hundred ninety-three pupils*. These statistics refer only to intermediate and advanced schools. We have about five hundred fifty primary schools, with about six hundred teachers; these are not included in the foregoing statement.

Our first school was established at Battle Creek, Mich., in the year 1875. We now have a total of sixty-seven colleges, academies, and intermediate schools, with total assets of \$1,170,915.83. There are two hundred eight buildings for these schools, with a capacity of six thousand three hundred thirty-two students. There is land owned by these higher schools to the amount of six thousand nine hundred nineteen

acres; and during this year they have enrolled nearly five thousand five hundred pupils, and employed four hundred one teachers.

This prosperity gives great reasons for gratitude. It means a large increase in our ability to supply workers for the needy fields; for from these schools must come those who are to take this message into the dark portions of the earth, which to-day are exceedingly needy. From these schools there have gone out during this year hundreds of earnest, devoted men and women whose only purpose in all their work is that of the salvation of souls. Great good can but follow as the result of the work of our schools during the school year of 1907-08.

FREDERICK GRIGGS.

Value of School Homes

THE thought to be considered in all our dealing with the young is pre-eminently that of character-development. This development begins in the child at the first dawning of intelligence; and just how to carry forward the delicate process throughout the formative period of youth with the least possible interruption, with the least possible perversion, is a question that may well engage careful attention.

Retarded development in plant or animal is not hard to recognize,—the ugly spine where the beautiful leaf should unfold, twisted deformity in place of the symmetry and grace that might have been. Just so in the mental and moral elements of the child-life, retarded or perverted development brings its inevitable result,—a warped and stunted mind, a blunt and lawless conscience.

To have a plant come to full fruitage without a backward turn, there must be supplied certain conditions favoring a natural and steady growth,—the sunshine and shade and gentle rain, with perhaps the wind and the snow in their season, and the food from a soil suited to its needs. In a well-ordered home, conditions are favorable for the healthy growth of the human

plant. And when the child passes from the home-school to the church-school, the parental arms are still about him in their insistent enfolding, and the developing process may go on with scarcely a break. But when the church-school is done with him,—when he has fairly outgrown the home garden, and his needs are calling for larger space,—then is the coming of the crucial hour. He is to be transplanted—and at what a time! He is at the period when every bit of vital force, native or acquired, must be drawn upon to the uttermost if the soul in its daily strivings is to be a victor in the conflict. How carefully should the soil be prepared that is to receive him! And to just the extent that it is so prepared, comes in the value of the school home.



Dormitory of Eastern Academy

The true Christian private home, with its all-pervading atmosphere of love and confidence, must ever be the basis of our ideal in the institution home. We can no more afford to let these school homes represent mere boarding-halls than we can be content to allow our private homes to degenerate into temporary stopping-places. "When those in charge of our school homes appreciate the privileges and opportunities

within reach, they will do a work for God that heaven will approve." Then we should recognize the great controversy being constantly waged in each individual life, and we should "manifest zeal and earnestness proportionate to the prize at stake." Then, indeed, unbending dignity and stiff formality would melt away, and we should find ourselves heart to heart with the struggling soul.

"All life is from within out." No pressure from



Students' Home of Laurelwood School, Gaston, Oregon

without can ever mold the character. Each must work out his own problem. It is for those who have charge of the youth among us to furnish the conditions as well as may be, and keep constantly in mind that the object of all disciplinary effort is to train to self-control. The first sign of self-government should be hailed as an omen of ultimate and complete success, and encouraged, and cherished as we would nourish the most tender plant. On the life and healthy growth of this principle depends all the after-life for good.

HELEN C. CONARD.

Fill Our Schools

SOME years ago Horace Greeley, in giving advice to young men, told them "to go West, and grow up with the country." We believe, however, that there is something infinitely better for our young people than going West, or going in any other direction, to enter the stir and business activities of the world. It is to secure an education founded upon right principles, such as can be secured in one of our excellent schools, where the Bible is believed and made the basis of education.

Hardly any one, it would seem, will deny that one of the most sacred duties of parents is to give to their children a good education. And it should be the supreme aim of those who have light from the Word concerning the times in which we are living, to educate their children to be good citizens of the world to come, rather than to fill special positions of honor in this world. A realization by parents of their duty properly to educate their children will, I believe, fill all our schools to overflowing this year.

Fill our schools! This should be the shibboleth of every family and every church. An educational rally throughout our ranks should be inaugurated. This would be the means of scores and hundreds of young people finding their way into some of our schools,—young people who are now planning either to stay at home or to attend some worldly school where doubt and skepticism will be taught, and the foundation laid for a life of unbelief in revealed religion.

Once I decided, because of the burden of debt connected with our educational institutions, and the fact that they were not yet filled with pupils, that we had too many schools. Of late, however, I have somewhat revised my ideas on this matter, and decided that in-

stead of having too many schools, we have too little interest in educational matters, and consequently too small an attendance in our schools.

Fill our schools! Why not do this in 1908? Then when students swarm into these educational institutions until there is no place to instruct them properly, raise more money, and build more schools. Will this be done? or will the coming school year see hundreds of our noble young people fail to attend the excellent schools which, at a sacrifice, have been provided among us? This question can be answered in the affirmative in three ways:—

1. Let parents become more interested in seeing that their children attend some of our schools. Sacrifice a horse, or several cows, or sell a piece of land, or decrease your deposit in the bank, if necessary, in order to get your children under Christian instruction. How much is one of your children worth? Can you estimate his value in dollars?—Certainly not. Would you not willingly sacrifice your own life to shield your boy or girl from danger?—Surely you would. Your child is the only thing, so far as the writer knows, that you can take with you into the new earth. Then is it not your duty to surround him, whose value is beyond calculation, with the best influence possible while he is securing an education? Is it right or consistent to send him to a school where infidelity is taught, and expect him to come out of it a Christian? A full appreciation by parents of their duty and responsibility in this matter will enable many of them to devise ways whereby their children can be sent to some of our denominational schools this year. I am unable to understand how parents who love their children, and want them saved, can send them into worldly schools, if it is possible to make other provision for their education.

2. The young people themselves can do much in this matter. Many who are old enough to attend our intermediate schools, academies, and colleges can earn sufficient during the summer vacation to pay their way for another year. Scores are already doing this, and many others can do so. Pluck and perseverance will enable them to succeed in securing an excellent education in some of our institutions of learning.



Students of Mount Ellis Academy, Montana

3. The church itself should take an interest in the young people, and make provision whereby they can be placed in school. They can do this by establishing church-schools, and also by rendering financial aid to those who ought to attend an intermediate school, an academy, or a college, but who are unable to do so.

Parents and children, and the whole church, working together as they should in this matter, will fill our schools this year with hundreds of earnest, consecrated, industrious young people, to be trained for service in the Master's vineyard.

G. B. THOMPSON.

Too many are counting on a long stretch of a tomorrow; but that is a mistake. Let every one be educated in such a way as to show the importance for the special work for to-day.—Mrs. E. G. White.

A Precious Talent

TIME is the most precious talent the Lord has given us. In the parable of the talents, it was the man who received only one talent who hid his Lord's money and neglected to improve it. It was no chance circumstance in this interesting narrative that the servant who received only one talent, was the one who wasted it. The man who has many talents is most likely to use them. He is urged onward, and encouraged by his associates to improve his many talents; but the chief danger is with those who have received sparingly, and even feel that they have no talent at all, and can accomplish nothing for the Master. But this is not true of any of the Master's servants. To every man is given at least the one talent of precious, swiftly-fleeting time.

This talent of time is becoming more precious as the days go by. It is said by financiers that gold to-day is worth only two thirds what it was ten years ago. They declare that the commodities we buy are not more expensive than they were ten years ago, but that the money with which we buy them is worth less; and the reason given for this loss in value is that gold and silver are being more rapidly and inexpensively produced than in former years, and are becoming more common. Hence they are less valuable.

Pearls and diamonds are costly not only because of their beauty, but also because they are scarce.

"Thus is it over all the earth!
That which we call the fairest,
And prize for its surpassing worth,
Is always rarest.

"Iron is heaped in mountain piles,
And gluts the laggard forges;
But gold-flakes gleam in dim defiles
And lonely gorges.

"The snowy marble flecks the land
With heaped and rounded ledges,
But diamonds hide within the sand
Their starry edges.

"The finny armies clog the twine
That sweeps the lazy river;
But pearls come singly from the brine,
With the pale diver."

Our talent of time is very precious because the supply is rapidly running out. The sands have nearly wasted in the hour-glass of time; and yet we still have opportunity to improve this talent, though only for a little while. He who would secure an education must resolve quickly, and work earnestly. He who would win souls must be wise and not delay.

The third angel's message is rapidly going to all the world. Some are improving their talents. Indeed, many are doing so.

O that we might call in ringing tones to those young men and women who are putting off definite action and earnest activity in the improvement of their talents: "Delays were always dangerous; now, they must prove fatal."

"'Tis not for man to trifle! Life is brief,
And sin is here.
Our age is but the falling of a leaf,
A dropping tear.
We have no time to sport away the hours,
All must be earnest in a world like ours.

"Not many lives, but only one have we,
One, only one!
How sacred should that one life ever be,
That narrow span!
Day after day filled up with blessed toil,
Hour after hour still bringing in new spoil."

E. R. PALMER.

Our School System

We are in the last great battle between truth and error, and the strongest forces of evil are to be brought into play. To meet these and overcome them, there must come a supply of divine power. That system of education which is to fit those who believe in this message to give it to all the world must be complete in its organization and thorough in its work, that those who take the course of instruction which it provides, will be qualified—not in the might of man, but in the power and demonstration of the Spirit—to cope with the intellectual powers of darkness. These ideals are the fundamental basis of the system of schools which has arisen in connection with the development of the third angel's message.

Our present educational system conducts the pupil through eight grades of primary work, two years of intermediate, two years of academic, and four years of college work. In these schools, thorough training can be had for ministerial, teachers', and preparatory medical work. Thorough preparation is given to stenographers, bookkeepers, and music teachers. Trades and industries are taught in all grades of these schools. In short, the preparation is such as to qualify the students in a thorough and practical way for the responsibilities of Christian workers. During this past year, the crowning feature of our school system has been added. It is the Foreign Mission Seminary. The greatest work which is before our young people is that of carrying this message into heathen lands. It is the work of this Seminary to give such special instruction to those who are prepared in the various grades of our other schools to receive it, as will qualify them for work in foreign lands.

Our system of schools thus begins with the child, and takes him, as he develops physically and intellectually, through a course of education and training which will qualify him to go into any portion of the world as a gospel missionary. We have not attained to all the perfection and advancement there is for us in our work; but we follow on, that we may attain to the highest possibilities for good. **FREDERICK GRIGGS.**

The Muffled Footsteps of the Day of God

THERE is a day that God hath appointed for the close of this world's history. "This gospel of the kingdom shall be preached in all the world for a witness unto all nations; and then shall the end come." Prophecy is fast fulfilling. More, much more, should be said about these tremendously important subjects. The day is at hand when the destiny of every soul will be fixed forever. The day of the Lord hastens on apace. The false watchmen are raising the cry, "All is well;" but the day of God is rapidly approaching. Its footsteps are so muffled that it does not arouse the world from the death-like slumber into which it has fallen. While the watchmen cry, "Peace and safety," "sudden destruction" cometh upon them, and they shall not escape; "for as a snare shall it come on all them that dwell on the face of the whole earth." It overtakes the pleasure-lover and the sinful man as a thief in the night. When all is apparently secure, and men retire to contented rest, then the prowling, stealthy, midnight thief steals upon his prey. When it is too late to prevent the evil, it is discovered that some door or window was not secured. "Be ye also ready: for in such an hour as ye think not, the Son of man cometh."—*Mrs. E. G. White.*

CHILDREN'S PAGE

Learning

PLY away, dearie, ply away:
The little black notes, some day,
Will answer what you please
To your fingers on the keys,
When you ask them what they've got to say.

Dear little puzzled fingers now;
Dear puzzled eyes, so slow!
But fingers learn to race,
Never missing one its place,
And eyes to eat up notes by the row.

— E. S. Martin.



The New Woman in China

IN the "Girls'-Hall-of-Learning," on the hillside, outside of Hongkong, silence at length reigned in both the dormitories. In the far dormitory the tiny children who shared it with the elder girls, and who had been chattering away more noisily and more persistently than Java sparrows, had at last fallen asleep.

The elder girls were still busily conning their lessons; and the head teacher, whose room opened out of the near dormitory, had gone to rest with a severe headache. Suddenly, the silence in the near dormitory was broken by the voice of Fung-Hin quietly propounding the startling and momentous question, "*What do you think would be the best way to reform China?*"

If it had been anything ordinary, the teacher would at once have called out, "You know the rule: no talking after half-past eight!" But this proposition was so interesting that she had not the heart to stop the conversation.

"I think," said Ts'au-Kam, the oldest in the room, "that the very first thing should be to destroy all the idols and ancestral tablets out of the land. Do away with them, every one, and then the people will learn the doctrine, and become more enlightened."

"But," replied Fung-Hin, "I do not see that the destroying of the idols and ancestral tablets in this way would be of any lasting use. You can not *compel* people to become Christians—not real Christians at heart. And if you take away their idols by force to-day, they will only put up fresh idols to-morrow. If the *hearts* of the people are not changed, they will not be bettered in that way."

"I think," interrupted Sau-K'iu, with the wisdom of twelve years, "*I think that the first thing of all is to get rid of the Empress Dowager. It is she who troubles the people: she should not be allowed to trouble them any longer.*"

"It seems to me," said A-hi, "that the simplest thing would be to give the power into the hands of the reform party, and see what they can do for the country."

"The next important thing," continued Sau-K'iu, "would be to get back all the territory that we have lost: some to Japan, a piece to Germany, a piece to England, a piece to France. China is certainly the most foolish of all the kingdoms! and to think that *we* belong to this most foolish of kingdoms!"

"I am afraid," said Fung-Hin, "that we can not hope to get back the territory that we have lost. That would never be allowed by the great kingdoms. But we must see to it that we do not lose any more. There is only one thing, that I can see, that can be of any lasting use to China, and that is *the gospel of Jesus Christ*. It is only this that can change the hearts of the people, and give them true light. It is only when

their hearts are changed that they will love what is good, and seek after righteousness. If we could only *vote* for an emperor, as the Americans vote for a president, what a grand thing it would be for China!"

"What do you mean by 'voting?'" asked several voices.

"Why, my father has told us that in America, every four years, the people write down the name of the man whom they wish to govern the country; and the man whose name is put down by the greatest number of people is chosen president. Then in four years' time they vote again, and if the president has been a good ruler, and has governed the country well, they choose him again, and he rules then for four years more, until the time comes to vote afresh. If we could only have such a custom as this in China, then we would choose the best, and wisest, and most clever Chinese pastor as emperor of China: And with a Christian pastor as emperor, and the gospel preached all over the land, then, I think, our country would at last truly flourish as never before!"

Small wonder, perhaps, that the Chinese government decided that it was inexpedient at present to open more schools for girls, fearing that the young girls of China, if too highly educated, might cease to be dutiful.—*Foreign Mission Journal*.



Overcome Evil with Good

You will find there is evil abroad in the land,
Wherever you happen to go;
Do not think you must know all the error extant,
That the wrong you may shun, if you know.

Just study the true; know the genuine thing,
Which the test of all ages has stood;
Drive the darkness away by diffusing the light,
And overcome evil with good.

MINNIE EMBREE PARKER.

THOUGHT *for* STUDENTS



Find a Way or Make One

"How can I secure an education? How can I get the money? There is no chance for me." This is the despairing cry of thousands of young men and women.

My friend, you can not aspire if you look down, nor can you advance by resting on your oars. "From the lowest depth there is a path to the loftiest height." Do you want a Christian education? "All things are possible to the man who wills"! "God wills it," was the watchword of the crusaders, and should be the motto of every Seventh-day Adventist young person to-day with reference to equipping himself for life. Let this be the controlling purpose of your life: "I will find a way or make one." Your resolution is your prophecy. Resolve to be in one of our schools this fall, and God will help you.

History is bristling with examples of stalwart youth heroically battling with poverty, and persistently hewing out their education.

Elder James White inherited a feeble constitution and very weak eyes. Because of this he did not have the advantages of a common school education. When sixteen years of age, he could not read a single verse in the Bible without resting his eyes. At eighteen he surpassed his companions in size and strength; but this only added to his embarrassment because of his lack of education.

Friends suggested the farm as his field of labor, but within him was a desire that only an education could satisfy. Twelve weeks he attended school, earned a certificate, and taught the next winter. Eighteen hours a day he spent in study. Later he attended school at Reedfield, Maine, where he wore old clothes, and for three months lived on corn-meal pudding and raw apples. Through poverty, misfortune, and obstacles almost insurmountable he secured an education, and became an apostle of the threefold message.

Born in a log cabin, deprived of schooling, books, and ordinary opportunities, Abraham Lincoln spent his boyhood days on a timbered claim, felling trees and farming. By the glimmering light of the fire-place, he spent his evenings, studying arithmetic and grammar. See him walking forty-four miles through the wilds of that new country to secure "Blackstone's Commentaries," and reading one hundred pages while returning. Though favored with no rare opportunities, acquiring nothing by luck, he was possessed of untiring perseverance, and steadily he climbed until, seated in the presidential chair, he piloted the nation through the Civil War, and emancipated four million slaves, thus revealing the possibilities before young people who have "no chance in life."

In the backwoods of Ohio is a log cabin. Through the door that stands ajar can be seen a widowed mother, with a babe of eighteen months upon her lap. Her face is knit in sorrow and perplexity, as she faces the problem of keeping the wolf of hunger and poverty from her little ones.

The baby grows, and in a few years we find him a sturdy lad chopping wood, tilling the soil, and helping his mother support the family. No idle hours are his. All spare moments are spent in pouring over borrowed books, which he is too poor to purchase. At sixteen

he drives mules on a canal tow-path. Hungering for an education, he goes to school. There he sweeps the floors and rings the academy bell, thus paying his way.

The opening of his second term at Geauga Seminary finds him penniless. But courageously he meets the issue. From a carpenter he secures his board and room, agreeing to work nights for pay. When school closed, he had paid all his expenses, and had three dollars left. Soon we find him in Williams College, from which he was graduated with honors. Twenty-seven years after applying for the chance to ring the bell at Hiram College, James A. Garfield was president of the United States. Such a life is a rebuke to the young person sitting with folded hands asking God to do the work for which nature has equipped him.

Over in Germany in the year 1903, a young girl accepted the truth. Not having an opportunity to work for the Master at home, she borrowed eighty dollars from a neighbor, crossed the ocean to the United States, and came to Colorado, where she hired out. When she landed, she could not understand "yes" and "no" in English; but she applied herself energetically to her work, and to mastering English. In a few months she paid back the money she had borrowed, sent her parents thirty dollars, paid thirty-five dollars for music lessons, and had enough left to pay her tuition for five months in church-school.

Her parents came to this country. Her father was determined she should work out and help support the family, but she desired an education. It was finally decided that she would remain at home; and in addition to doing the cooking, washing, ironing, and house work for their large family, could attend church-school. She studied many nights until two o'clock in the morning.

When spring came, her father insisted that she go to work in the sugar-beet field, but her appetite was whetted for more knowledge. Her parents objected, but she heard a call from above. After attending the canvassers' institute, though having but fifty cents with which to meet her summer's expenses, she began canvassing. God greatly blessed this girl. Some people paid her in advance for their books, and thus she was able to keep up her expenses.

On the first day her sales amounted to \$12.50. Her best week's work was \$72.50, while her best day brought orders to the value of \$27. In three hundred twenty-eight hours she took four hundred ninety-five orders, valued at \$743. After earning more than two scholarships, this young woman last year attended Union College.

Now, boys and girls, you, too, can earn your way through school, if you only think you can. Assert your manhood, and do what thousands of noble examples encourage you to do. C. L. BENSON.

Two Pictures

THEY are both six feet tall. At least, one is, and the other would be if you stretched him out.

I walk along behind my Man sometimes, just for the pleasure of seeing the square set of those shoulders and the firm poise of that head. He doesn't swing nor swagger, but there is a vigor in his walk that I like. When he sits down, I can look into his eyes, and they neither shrink nor stare. I used to think them restless, but I soon found them, like a search-light, steady where they rested in their roving.

The other Fellow I never searched out, except when I had to. And then I found him lying in a chair, with

his feet on the table, or slouching along dragging a hoe. He never shouldered the hoe, and he never put it back in its place. The only time of great animation I ever discovered in him was when a waltz was being played; then he shuffled what he called a "two-step." The music got into his feet, he said,—though it entered at his ears and had to pass his brain.

The Man is a worker. He doesn't like monotonous work, but I never had him refuse to do it. "The work I've liked best," he said the other day, "is the work in the woods last winter. You can see results piling up while you are cutting wood. And then to see the trees go down, slow at first, and then with a crash,—I like to see things move." You see he is a boy still. And he isn't a paragon of virtue. Sometimes he is noisy, sometimes he is argumentative; but I have never seen him impatient under rebuke, nor disrespectful. He attacks his book problems as he does his life problems, with a rather slow but persistent momentum; and I have never had to help him out with a problem yet. Last year he had a problem of keeping himself in school: his father had been sick. He did not come helplessly saying, "What shall I do?" He had a proposition to make; and with some modifications it was accepted. One of the features of that proposition was to give a week or ten days free to the school, in cleaning up some unsightly places. They troubled him, as they did us, but they were outside the pressing necessary work. He did not feel that he could make a success only by being self-thoughtful, selfish.

The Fellow's father wrote us before he came, asking if his son might work his way through school. He couldn't raise the money, he thought, but he would like to have him get ready to go into the work by and by. We took him, and tried to impress on him, in various ways, that he was *in the work now*. But as a matter of fact he never was: he was in the harness, but not in the work. He had trouble about his time. Rainy days weren't his fault, he said; he had to make his way, and he ought to get credit for labor prevented by the act of God. After dinner he found the shade a good place; and a loose horseshoe meant for him, not a trip to the blacksmith shop, but a chance for a game of quoits. Things had a habit of keeping out of their places: the whippetree, when wanted, was leaning against some tree; the barn lantern graced a stump near where he had hunted for his whip; and many a minute was used in searching for some twine stout enough to take the place of a buckle. He earned, or received credit for, about twenty dollars a month, and he actually ate up ten dollars' of it; then mourned because he never could make his way at such a school; they ought to pay higher wages. Why, he could get thirty dollars a month and board, and he wasn't going to putter around this old hole any longer. And the puttering has ceased.

Now I am not concerned with the future work of these young men. I do not have to prophesy a grand career as a foreign missionary for one, in reward for his faithfulness; nor an ignoble station for the other, as the result of his shiftlessness. Success and failure deal with the present. Each one of these boys is in contact with God's work now. Each will never play a more important part any time in his life; for God measures importance by the influence on character, not on the world's events. The Man has a healthy influence on Christian life wherever he is; for though he has some grave faults, he is not afraid to confess them, and get strength from Christ to put them out of his

life. His testimonies are not sanctimonious and oily; sometimes they seem to struggle ineffectively to express his meaning. But some boys remember an arm that has fallen across their bent shoulders in times of trouble, and a sympathetic boyish voice that said, "I've been there too." And they know. He is in God's work, and he is successful. He can grow more successful only as he gets more of Christ, and that I expect. For the Fellow I am sorry. He needs the Man, a dozen Men. The only trouble is, there are too few Men to go around. I want the Fellow to turn into a Man; I have seen some do it.

I confess that these pictures are composites, with certain faces more obtruded than others. You can not recognize my Man nor my Fellow in any one individual I know. But they are all in the picture gallery of my memory, and they are all at work.

A. W. SPAULDING.

The Value of Discipline

WE sometimes hear of young people who say they do not want to attend our denominational schools because the discipline is too strict. Such persons have a misunderstanding of what the discipline of our schools really is; or they do not realize how much discipline has to do in forming strong, noble, useful men and women; or they do not want to become such men or



The house in which was held the first Seventh-day Adventist School.

women, and hence are unwilling to submit to reasonable discipline. Which-ever of these three conditions of mind may be yours, dear young friend, it is the purpose of this article to relieve your fears, and help you to see that there is nothing in the discipline of our schools that should keep you from enjoying their benefits.

Let us, then, inquire first what there is in the regulations of our schools that might be regarded as too strict; and for clearness let us separately paragraph the so-called strict items.

PERSONAL HABITS.—Students in our schools are required to abstain from using tobacco, intoxicating liquors, profanity, and vulgar language; and from visiting saloons, theaters, pool- and billiard-halls, and other improper places of amusement. They are permitted to attend clean, wholesome, and instructive lectures, entertainments, and music recitals or concerts; but are asked to obtain permission from the school authorities. Can any one reasonably complain that these regulations are too strict? Would not the violation of them interfere with study, and work against the development of true manhood and womanhood?

SOCIAL RELATIONS.—While in school, students are expected to refrain from sentimentalism, flirtation, and courtship. Sentimentalism is "softness" and foolishness in one's association with those of the opposite sex. Flirtation is winning the affections of another without bestowing affection in return, and casting off that other for some more attractive person; or it may be manifested in "going together" just for fun. In the former sense, flirtation is wicked; in the latter foolish and dangerous. It constantly tends to evil. Sentimentalism and flirting should not be practised anywhere, in school or out. Courtship is the cul-

tivation of affection among mature persons with a view to marriage. It is eminently honorable when conducted properly and at appropriate times. But the school is not the place for it. Even if properly conducted there, and by mature persons, it tends to stir up among the younger members a spirit of flirtation and sentimentalism. But, it may be said, acquaintances are formed, and affections started, in school life which later lead to marriage. True, indeed, and this

they do not do this in school, they must do it in real life, or they will not succeed. The discipline of life is more severe than that of the schools, as many have found to their cost. If we do not learn discipline, and practise it at school, it will be hard indeed to practise it in life. The probabilities are that we shall fail on this very point, and our lives will not amount to much. So come along, young friends, enter heartily into the lessons of discipline in our schools, and they will do you good.

C. C. LEWIS.



MISSIONARY DAY, BEECHWOOD ACADEMY,
FAIRLAND, INDIANA

may all be necessary and proper. But, if genuine, these feelings can be controlled, and their manifestation be held within the bounds of the school regulations. None of these regulations are intended to interfere with the proper association of ladies and gentlemen in a frank, manly, and womanly way as friends. On this basis, they are permitted to enjoy one another's society in dining-room and parlors, in the schoolroom, and at approved and properly chaperoned social gatherings. All this is in harmony with the best form, and gives sufficient liberty for the proper association of ladies and gentlemen.

GENERAL REGULATIONS.—Other regulations of our schools have to do with routine matters necessary to the smooth running of a school, similar to those adopted by other schools. The most strict rules of this class are those establishing study hours and requiring students to be in their rooms evenings. But no reasonable person will object to these regulations.

Having now a clear idea of what the discipline of our schools really is, let us consider for a moment the value of discipline in the formation of a noble character. Discipline, in the sense here used, is "systematic training, or subjection to authority; especially the training of the mental, moral, and physical powers by instruction and exercise, and by authoritative control and direction." Such discipline is regarded by all educators as an essential and important part of education. Indeed, there can be no true education without it. Book knowledge without discipline is of little value: discipline determines what we are to do with knowledge, and that is of more importance than knowledge itself. Regular habits, power of self-control, ability to do things,—all these result from discipline. The true student adopts the regulations of a school as his own, and finds his noblest pleasure in cheerful obedience to them, because such a course fashions him into a true man.

There is little to be said to those who are unwilling to place themselves under reasonable discipline. If

Worthy Ambition

COULD we step forward to the last of the last days, and lay all of this life over into the great democratic past, where all things stand upon their true merit, then should we be able to choose to use our energies more wisely. But this we can not do; yet ours is a better lot. We may let God choose for us. And it pays to enter often into the chamber of prayer to talk with God about the "worth whiles" in life; for Satan with his reversed field-glass has given us a perspective all awry, and it is only when we withdraw from the world's hustle, and from our own selfish desires, and stand quietly face to face with God, that we get a true view of life.

Closely associated with what we deem "worth whiles" in life, is that impelling power of ambition which is constantly drawing us up or down toward our ideal. Never, it seems, has that power registered such high-pressure as during these morning hours of the twentieth century. Nearly all are fiercely resolved to succeed, and are panting to reach some goal,—of wealth, of honor, of pleasure, of knowledge, or of ease. And how painful to see thousands of youth thus rushing headlong into the quicksands of life, when the selfsame powers might be utilized in raising them to life's highest possibilities!

As young people, we are all heirs to a portion of the world's vast inheritance of toil; and that is a truly worthy ambition which impels young men and women to cast into the furrows of the world's need the seeds of a life whose talents are developed to their utmost capacity, and in which purity is stamped on every



"I have seen your brooms in my rounds over the State, and I am impressed with them. I have come to see if you will open a contract with our house to supply us several hundred dozen a month,"—so said an agent of one of the leading wholesale houses to the foreman of the Keene Academy broom-shop.

fiber. The giver of such an ambition is Christ, and only in communion with him can it thrive in the human breast.

If our eyes are fastened upon the tinsel of the world, and we are grasping at shadows; if nothing in life seems more important than greenbacks or fine clothes, let us pray God to anoint our eyes, that we may see how life transcends all these.

Finally as we seek to direct our energies into chan-

nels of Christian service, may God give us the grace of continuance. In our daily struggles to reach the goal of efficient service, may we seek to idealize the real we find to do. Then in the fields of our inheritance shall grow the fruits of faithful ministry to a suffering world, and from the hillsides of life shall we gather the harvests of noble manhood and of true womanhood.

MATILDA ERICKSON.

What You Can Do For Our Schools This Summer

A COLLEGE may print its calendar, its year-book; it may get out its announcements and its literature; but the best advertisement that any school has is the earnest students who have attended it. Usually what students say of a school means more than what the president of the college or its faculty may say. I heard a young man remark that he first became interested in Union College by a little talk given by a student at a camp-meeting. Though the college representative had made a speech, it was not his talk that made this youth purpose to attend, but the few words spoken by a student. This young man has now been graduated from Union College.

If we could fill our pockets full of gold, and go out through the country, giving gold here and there to this one and that one, we would be called benefactors, but we would not necessarily be such; for our gifts in many cases would prove a curse to the recipient, rather than a blessing. But if we cast rich thoughts into the minds of our young friends, if we can turn some one's life that has been on a dead level, into the line of progress, we shall have accomplished something of worth, the full results of which may go on and on even in eternity.

The objects of education and redemption are the same. To get a young man or a young woman into one of our schools may mean the saving of a soul, and a lifetime of service for God. There is a great call for qualified workers. Many of you can respond by entering school to prepare for service. In most cases, some thought, prayer, and effort would enable you to take some one with you.

Those who have been in our schools have a special obligation in this direction. Every student should be prepared to talk on Christian education whenever opportunity offers, either in public or private. Every one can do something to interest others in this subject. The following suggestions will doubtless lead to others in the minds of those whose spirit stirs them to activity:—

Circulate this special number of the INSTRUCTOR. Every young person among us should have his attention called to this paper in a special way. Many of these young people are not attending the Lord's schools. This they ought to do. Those who are not Seventh-day Adventists should know these truths. It would be well, also, to circulate copies of this number among many of the outside young people. A young man recently came out from Romanism into the full light

of this truth, who became interested in this message through our principles of education; and doubtless every one of our training-schools can point to some who came to them unbelievers in this message; but who, during the school year, fully espoused the principles of this truth.

Write letters to young people who ought to be in our schools. Within the next few weeks thousands of young people will decide what schools they will

attend. Oftentimes has the weight of a consecrated letter tipped the scales of decision in the right direction. Do not put off writing.

Make free use of the leaflets which the Missionary Volunteer Department has on this subject. This series of leaflets was advertised in the *Review* of July 2.

A January view of the school garden of the Normal Department of Fernando Academy, California

The following will be helpful in this campaign for Christian education: "The Great Divide," "A Purpose in Life," "Possibilities Before Our Young People," "How They Succeeded," and "Guiding Principles for the Young." Leaflet No. 11 is on the plan of earning scholarships by selling our literature, and will be furnished free.

Every one of our Missionary Volunteers should have a supply of these excellent leaflets to use in correspondence and personal work.

M. E. KERN.

The Scholarship Plan

WHAT is the "Scholarship Plan"? You have heard it mentioned. Perhaps you have read about it in some paper. But what you want to know is if it can be of any service to you in assisting you to secure an education. Every school establishes some price at which a student may pay in advance for a year's tuition. There is usually some inducement in price to the one who can pay a year in advance. But this advantage can not usually be secured by the student who needs it most—the one who has the least money.

The scholarship plan enables one to take advantage of this special rate and has other desirable features also.

In the scholarship plan an arrangement is made between the school, the conference and the publishing house, by which if a certain amount of such publications as have been mutually agreed upon

are sold, and all the money received therefor turned over to the conference in which the sales are made, a paid-up scholarship for one year is furnished to the one who sold the books.

The exact amount of publications to be sold is not the same everywhere; for this plan is so new that a uniform basis has not yet been established. But the plan provides that the school shall name its lowest cash-in-advance price for tuition, that the conference and publishing house shall forego a portion of their profits.



Large opportunities for physical exercise at Meadow Glade School, Battle Ground, Washington



A January view of the school garden of the Normal Department of Fernando Academy, California



Happy harvesters of Friedensau Mission School

and that the one who sells the books shall give his time, and turn in the full amount of money received, or so much as may be necessary to make up the stipulated price of the scholarship in the school selected.

In some schools each student must in addition perform a certain amount of manual labor. In others, where the amount charged for the scholarship is greater, no manual labor is required.

The amount of publications to be sold is not so large but what any energetic person of ordinary ability could easily accomplish the task during a summer vacation period. Some have taken the necessary orders in two or three weeks' time, and hundreds of young persons have already availed themselves of this means of securing an education.

This plan has many advantages. In the first place, the selling of the publications is a good training. It reveals one's weak points, shows where an education would be helpful, and teaches tactfulness and perseverance. Then think of the good which may be accomplished by your talks with the people and by the publications placed in their homes. Your school work will be more thoroughly enjoyed after having thus earned a right to its privileges and you will be more likely to plan your studies with a definite purpose of fitting yourself for greater usefulness in the cause of the Master.

If you want full particulars, write to the secretary of your conference, to the school you wish to attend, or to the publishing house nearest you. It is not too late now to earn a scholarship so that you can enter school in the autumn, if you act at once.

S. N. CURTISS.

How Much Will You Pay?

Do you long for an education? Would you, if necessary, wear threadbare clothes in college, and board yourself? Would you, like Thurlow Weed, study nights by the light of a camp-fire in a sugar orchard? Would you walk through the snow two miles, with pieces of rag carpet tied about your feet for shoes, that you might, like him, borrow a coveted book? Have you the stamina to go on with your studies when too poor to buy bread, and when you can appease the pangs of hunger only by tying tighter and tighter about your body a girdle, as did Samuel Drew or Kitto? Would you, like John Scott, rise at four and study until ten or eleven at night, tying a wet towel about your head to keep you awake? Would you, when too poor to buy books, borrow and copy three folio volumes of precedents, and the whole of Coke on Littleton, with the boy who became Lord Eldon? Would you be disheartened by Wilberforce's suggestion to a law student, "You must make up your mind to live like a hermit and work like a horse"? Can you eat sawdust without butter, as the great lawyer, Chitty, asked the young man who came to him for advice about studying law? Have you the determination that would hammer an education from the stone-quarry with Hugh Miller? the patience that would spend a lifetime tracing the handwriting of the Creator down through the ages in the strata of rocks? Would you work on a farm for twelve long years for a yoke of oxen and six sheep, with Henry Wilson? Do you love learning well enough to split rails to obtain a book you could not afford to buy, with Abraham Lincoln?

Not that we recommend such extreme measures; but if you saw no way open except such as was trav-

eled by these and many other great men, would you be equal to the stern ordeal, and learn from experience that the "royal road to learning" is a myth?—*Selected.*

"What Is Success?"

It takes most of us a long time to learn how to live even passably well. How much our lives lack of meekness, of gentleness, of goodness, of all that makes a genuine Christian! How much we lack of faith in "God's almighty conquering power," of faith in the blessed Comforter,—the One called alongside to help,—to aid us in "overcoming evil with good"! But by "reaching forth," and through continued efforts, we shall come at length "to find a stronger faith our own,"—the faith that caused Paul to "press toward the mark for the prize of the high calling of God,"—the faith of an unwavering trust in the Father, even "the faith of Jesus." Though we may start with apparent failure, we shall find victory if we struggle to our feet and press forward again every time we stumble and fall. "Our danger lies not in defeat, but in capitulating to defeat." Listen! "A just man falleth seven times, but riseth up again."

"Apparent failure may be complete success; while apparent success may be a dead failure, for true success is something more than something done; it is seeking to embody high aims and holy purposes." It is not alone doing, but being; it is not getting for self, but giving of self. Every human life has within it wonderful possibilities of growth and grace. But one's development depends upon one's aim. Spurgeon once refused to come to America to deliver fifty lectures at a thousand dollars a night, saying he could do better than that; he could "stay in London and aim to save fifty souls." The world counted such a decision a foolish move; but Spurgeon's God crowned his life with success because of his high aims. "There is no road to success but through a clear, strong purpose; for purpose underlies character, culture, position, attainment of whatever sort. And yet it is not the mere cherishing of a high purpose that insures success. With it there must be strenuous effort on our part to reach that purpose." "Be ye strong therefore, and let not your hands be weak; for your work [your effort] shall be rewarded." It is said of Uzziah that as long as he sought the Lord, God made him to prosper. Think more of God's willingness to do for you far more than you can ask or think, and think less of your own weaknesses. Think less of the difficulties to encounter, and more of the possibilities to be reached. To do the will of God, that is success. That is exactly what Jesus did, and at the last he could say, "I have finished the work that thou gavest me to do." Study the first of Joshua, the great "courage chapter," and prayerfully determine "to do according to all that is written." If you do this the promise to Joshua is the promise to you: "Thou shalt have good success."

After twenty years of imperial sway, nothing was left to memorialize Napoleon's reign but a national opera-house and the broad boulevards of Paris! Aye, one thing else remains,—the story of his melodramatic life to illustrate the most sublime seeming success, and the most stupendous real failure of modern history.

"What is success"? Worldly power? worldly fame? worldly wealth?—No, these are not success. There is a success which abides, and one which vanishes; a suc-

cess which contributes to manhood, and one which only gilds its shell. Brilliancy is not success. He only succeeds who leaves the world in some sense richer, wiser, better, and happier than he found it. How true are the words of inspiration!—"The memory of the wicked shall rot," but "the righteous shall be in everlasting remembrance." Carlyle left this testimony: "The older I grow, and now I stand on the brink of eternity, the more comes back to me that sentence which I learned when a child, and the fuller and deeper its meaning becomes, 'What is the chief end of man?—To glorify God and enjoy him forever.' This is true success; for it will stand the test of time and eternity. And this is a success unto which we can all attain." Jesus left this testimony: "I have glorified thee on the earth: I have finished the work which thou gavest me to do." And the Father glorified the Son. Do you ask, How can I glorify my Creator? By manifesting his name, his character, in your life "unto the men" and women about you. Your days will be glorious in deeds of kindness and mercy, and God will lift you out of weakness into victorious strength, out of darkness into glorious light.

ERNEST LLOYD.

What Not To Do

Do not for a moment entertain the idea that you are your own. "What? know ye not that . . . ye are not your own? ye are bought with a price."

Do not forget that God wants to preserve the whole man,—spirit, soul, and body,—spiritually, mentally, and physically; and that this is the work of Christian education, the only education which heaven indorses. "And the very God of peace sanctify you wholly; and I pray God your whole spirit and soul and body be preserved blameless unto the coming of our Lord Jesus Christ." 1 Thess. 5: 23. "The wisdom of this world is foolishness with God." 1 Cor. 3: 19.

Do not neglect to study the lives of those who were educated after God's plan of education.—Joseph, Moses, David, Esther, Nehemiah, Daniel, and John the Baptist. "Whatsoever things were written aforetime were written for our learning, that we through patience and comfort of the Scriptures might have hope.

Above all things do not neglect the study of the childhood, youth, and manhood of the Author of Christian education,—the Christ-Education, and note the harmonious development of his threefold nature. "And the child grew [physical], and waxed strong in spirit [spiritual], filled with wisdom [mental]: and the grace [approval] of God was upon him." Luke 2: 40.

Do not fail to purpose in your heart that you will secure such an education and training as this; and ever keep the star of your purpose above the horizon of opposing circumstances and difficulties.

Do not allow this year to pass, or this month, or even this day, without setting in motion those wheels of thought and action which will bring within your grasp the opportunities and advantages afforded by Christian schools. "The great day of the Lord is near, it is near, and hasteth greatly." Zeph. 1: 14.

Finally, dear young friends, "Neglect not the gift that is in thee. . . . Meditate upon these things; give thyself *wholly* to them; that thy profiting may appear to all." "Let no man despise thy youth; but be thou an example of the believers, in word, in conversation [conduct], in spirit, in faith, in purity." 1 Tim. 4: 12-15.

M. E. CADY.



If we encountered a man of rare intellect, we should ask him what books he read.—Emerson.

A YOUNG man from the Washington Sanitarium earned a scholarship in two weeks by canvassing.

TEN orders for "Great Controversy" in one day, is the record made by a young man fifteen years of age.

MORE than twenty students from the Adelphian Academy of Holly, Michigan, are canvassing, working for scholarships.

YOUR powers, your opportunity, the world's need,—these are the three factors that should determine your choice of your life-work."

Do not be too anxious to see all the way. It may not be best for you. Keep pegging away, and keep up your trust in the great unseen Power which often brings things out infinitely better than you had planned.—Editor of Success.

A BOY fourteen years of age was anxious to secure a scholarship for South Lancaster Academy. His mother, appreciating his enthusiasm and laudable purpose, decided to assist him in earning one. Together they sold enough books in ten days to enable him to attend the academy next year.

"'WHO'S WHO IN AMERICA' includes short biographies of men that have attained prominence in some form of leadership. Of the whole number given, only thirty-one received no education; 808 received a common-school education; 1,245 had the training of the high school, and 4,810 were graduated from college."

A YOUNG man who has been attending South Lancaster Academy writes: "I have taken \$257 worth of orders in less than five weeks. I earned my scholarship practically in four weeks." There is still time for any earnest young man or woman to earn a scholarship in one of our schools before the opening of the fall term. You can do it. Begin at once.

Perseverance Will Win

A YOUNG man of my acquaintance felt that he must be a doctor. His education, even in the lower branches, was decidedly meager. He was rough and uncouth in appearance. His friends tried to persuade him that taking a medical course was out of the question with one in his circumstances, both financially and mentally. Our ministers whom he sought for advice counseled him not to undertake such a task. But, in spite of everybody and everything (I don't know how) he finished a medical course, and was graduated from the Iowa State Medical School more than five years ago! Where are those who tried to stop him? Some of them are plodding along the same old path they were in then.

Another case where perseverance won was that of a college classmate. He joined the singing class. His musical, though untrained voice, always kept a number of empty seats between him and those in the same class. I used to get terribly mixed in my vocal demonstrations whenever his minor tones reached my ears. But he persisted. To-day he can sing.

C. E. HOLMES.

The Youth's Instructor

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Who Is Wanted?

DR. DAVID STARR JORDAN, president of Leland Stanford University, recently said: "The man with a definite aim in pursuing his college work is the man who is wanted at Stanford. It is that, also, which will make Stanford a really great educational institution." It is this definiteness of purpose that makes any education worth while, and that gives character to any educational institution. Every true-hearted Seventh-day Adventist young person has a definite aim,—an aim second to none other. This in itself will give inspiration, energy, and character to his school work. Then let our young people at once turn toward our schools for the preparation necessary for the realization of their life's purpose,—the finishing of the work of God in the earth in this generation.

The Tools of Witchcraft

A FARMER was once brought before the court in ancient Rome, and accused of sorcery because his crops of wheat were superior to those of his neighbors. When the defendant appeared before the judges, who sat in the open air, "he brought with him and exhibited his agricultural implements of superior construction, his well-fed oxen, and his calloused hands. In his defense he pointed to his cattle and implements, and exclaimed: 'Here, O Romans! are my tools of witchcraft, which I employ to make my crops.' His judges pronounced him innocent, reprimanded his accusers, and advised them to follow his example."

Superior products, mental or material, always result from superior working instruments. Our training-schools are the mental and spiritual workshops for fashioning the tools that will make the possessors confident and efficient workers in the great cause of right and truth in the earth. Wise is the young man or woman who takes advantage of these facilities for sharpening intellect and molding character.

The Glove-Factory Established

In a recent conversation with Brother E. R. Palmer, on the subject of our young people getting an education, he made the following interesting observation:—

"When I was a boy, working my way through school, I often wondered why some wealthy man did not build a glove-factory or a printing-office in the

vicinity of one of our schools, where he could employ boys and girls who had no money, and thus enable them to work their way through school. In my day dreams I often wondered whether the time would not come when I could do some such thing for the boys and girls of New England.

"Since our scholarship plan has been organized, and hundreds of young men and women are earning their way through our schools by such a beautiful work as the circulation of literature teaching the third angel's message, I have experienced much joy and satisfaction in the thought that perhaps the good Lord made a record of those boyish thoughts and ambitions, and helped in the organization of a plan which would accomplish far more than I had ever conceived."

An Every-Day Prize

As high as the heavens are above the earth, so are my thoughts above your thoughts, says the One in whom we live and move and have our being. This means that God's thought for our growth, development, and work surpasses our highest thought for ourselves. The history of the ages has made record of a few persons who have in part comprehended the idea of God's high purpose for them, and have trustfully submitted themselves to his direction, working energetically according to his will; and their lives and work have served as beacon-lights to after-generations.

But somehow nearly all of us become early possessed of the idea that we have not ability for doing great things, that God can not make of us strong men and women, and this thought lessens or wholly prevents high endeavor.

Better is it to *know* that there are no limitations to God's power or desires. We ourselves make all the limitations, either by our false thinking, our lack of energy and persistence, or by our not working along right lines. Better would it be were we to accept for a certainty that all heaven is interested in our individual high success, and then the requisite effort to attain this high goal would be put forth. Mr. O. S. Marden, editor of *Success*, says:—

Things get out of the way of the vigorous, affirmative man, which are always tripping the self-deprecating, negative man. *The world makes way for force and persistency.* But the namby-pamby man, who is afraid to claim anything for himself, who never knows quite what he wants, is obliged to move every obstacle by main force. Nothing gets out of his way. Nobody believes that he will ever accomplish anything worth while.

Suppose some millionaire should tell you if you would act in a certain way for a single day; that if you would put forth every bit of your effort, if you would do your level best in every particular every minute of the day, he would make you a present of a fortune. Do you think that you would allow any fear or doubt or any unfavorable estimate of yourself to stand in your way? No; every bit of reserve power within you would come to your assistance and stifle any inclination to inactivity; all your fears, anxieties, and worries would be scattered to the winds, and you would buckle down to hard work. Every day has a great prize awaiting every human being, a prize which no money can buy, and which is obtained only at the price of effort, or self-development.

But it is only the will to allow God to use us every day for the fulfilling of his high purpose in us that will enable us to put forth our best effort, and win the highest prize.