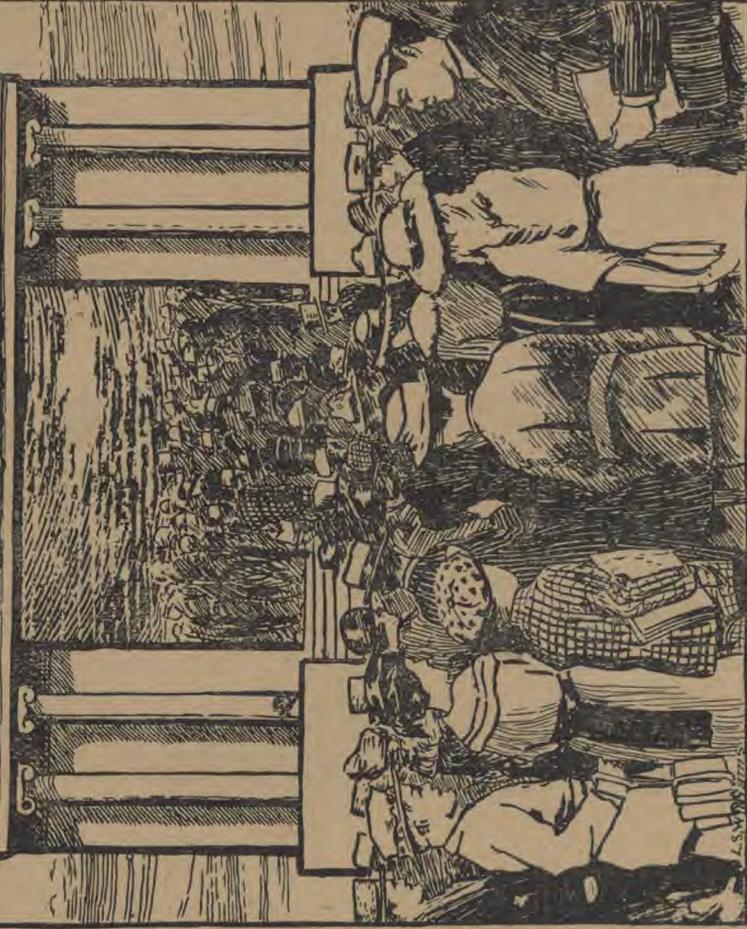


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## CONTENTS

### EDITORIALS

Our Educational Campaign .....	251
Aims in Establishing Our Schools .....	252

### GENERAL ARTICLES

Adventist World Issues: Relation of Our Educational Work to These Issues..	253
Symposium — Educational Needs as a Denomination	
In Education .....	255
In Foreign Missionary Service .....	256
In the Ministry .....	257
In the Publishing Work .....	258
In the Medical Work .....	259
In the Missionary Volunteer Work .....	260
In the Sabbath School Work .....	262
In the Religious Liberty Work .....	263
In Denominational Business .....	264
In the Home Missionary Work .....	265
In Editorial Work .....	266
What Our School Is Doing for Me .....	267
How Can I Get to School Next Year? .....	270
Our Colleges: What They Are Doing and What They Ought to Be Doing.....	271
Service the Junior College Can Render.....	272
Our Academies: What They Are Doing and What They Ought to Be Doing.....	274
Our Foreign Schools .....	275
An Appeal from Overseas .....	276
Using the Product of Our Schools .....	277
Gather the Children .....	278

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- II. COLLEGES AND ACADEMIES.—Practical problems discussed.
- III. ELEMENTARY AND NORMAL.—1. The Normal Teachers' Exchange. 2. The Teachers' Help-One-Another Club. 3. Our Local Church School Boards. 4. The Parent-Teacher Association. 5. The Secretaries' and Superintendents' Council. 6. The Round Table.
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ABOUT HIS FATHER'S BUSINESS

# CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Associate Editor

VOL. X

TAKOMA PARK, WASHINGTON, D. C., AUGUST, 1919

No. 10

## Our Educational Campaign

DATING from the most recent and most remarkable General Conference that we have ever held, the slogan of our educational campaigning for boys and girls to fill our schools has been,

*Every Seventh-day Adventist Boy and Girl in Our Own Schools.  
Every Student in Our Schools a Worker.*

We set out toward this goal with the plan for visiting personally every Seventh-day Adventist home in America with campaign literature, setting forth clearly why we were carrying on such a campaign, and seeking earnestly to induce every boy and girl of school age to enter our own schools.

We undertook also to take an accurate census of all our young people of school age, so that we might know how many there are, who they are, and where they are.

The work of this campaign was well and faithfully done in many sections of the country. The results have been indeed gratifying, in some respects more remarkable than any other campaign we ever carried on for a like purpose. There has been an awakening of conscience among our people in all the churches on the matter of giving a Christian education to their children. The demands for an increased number of schools is unprecedented. The enlarging of facilities in the schools we already have, far exceeds that of any previous year in our denominational history. In spite of war and epidemic, most of our schools have not only kept up their regular enrolment, but in a large majority of cases have increased it substantially, some indeed making the record of their history.

What needs to be said now and to be greatly emphasized is, that this educational campaign has not yet been completed. It needs reviving and pursuing more vigorously than ever. The goal set for it is too noble and too far-reaching to regard lightly, or to allow the work to grow slack on our hands. The goal is really a perpetual one, and our methods ought to improve steadily and our progress increase in speed as we continue to plan and labor in so worthy a cause.

# Aims in Establishing Our Schools

BY THE EDITOR

THE rise and progress of the Second Advent Movement in our day calls for sober thinking. When the fathers of this movement gave heed to the great commission of our Lord and undertook to give the third angel's message to all the world in this generation, they entered upon a task of larger proportions and wider scope than they could foresee. They expected this work to be completed in a few years, and for a time pursued their labors with even a definite date in view. The passing of the time and the recovery from the disappointment awoke them to the fact that they had really just begun the preaching of the gospel to every creature in its application to the soon coming of Christ. Yet they still hoped that the work could be finished within the span of their own service.

It was only when these leaders began to fail in strength with advancing years and to give way to other and younger workers that the deep significance of the Saviour's admonition, "Pray ye therefore the Lord of the harvest, that he will send forth laborers into his harvest," dawned upon them. While they gave themselves to prayer in harmony with this exhortation, the best way they could see to live out their prayers was to organize some means of educating and training laborers.

It was at this juncture that messages began to come through the spirit of prophecy, urging strongly that a school be established for the training of workers, to fill the places of leaders who were dropping out, and to enter new openings that were multiplying on every hand.

It was thus an outgrowth of experience in carrying forward the work of the Second Advent Movement and of timely instruction sent by the Lord, that our first college was established. This first great need of a school—the training of laborers—has continued to be one of the two chief reasons for conduct-

ing schools of our own, and always will be until the work is finished.

Growing up beside the great need of laborers was another equally important and far-reaching reason for founding the first of what has proved to be a great system of schools encircling the globe. This second reason was to save the children of the church. No reason could be more appealing than the shielding of our boys and girls from the many evil influences abroad in the land during the period of childhood and youth. But this aim accomplished, only clears the way for the greater aim of building into their characters those elements which assure the greatest happiness and usefulness in this life and prepare for the life to come.

With this double aim before us—the saving of our children and the education of laborers—it behooves us to keep our eyes on the field to define as clearly as we can what our denominational objectives are, and to adapt the curricula of our schools to meet, in the fullest way possible, the purposes for which they are established. We need to keep our minds as free as possible from traditions, customs, and influences usually found in schools of different aims, so that we may see clearly how to shape all our plans and adapt the instruction of our schools to the things we are aiming at in conducting schools of our own. Like a great nation in a military campaign, we need to cut loose from every mooring to the past or the present that would in any way cause delay or diversion from the straight road to our goal.

What the needs are toward which we are aiming, has been well set forth by the eleven contributors to our symposium in this issue under the title, "Educational Needs as a Denomination." Study what they say and determine whether our schools are fulfilling their mission, and consider how our curricula can be more fully adapted to serve their aim.

# Adventist World Issues: Relation of Our Educational Work to These Issues

BY A. G. DANIELLS

IN such an hour as the world now faces it is truly assuring and comforting to both mind and heart to know that this world is in the hands of the living God. Not all that takes place is directed by him, yet all is under his control. He is infinite in wisdom, love, mercy, justice, and power. He knows what is best. His love leads him to plan for the best, and his power enables him to execute his plans.

God is dealing with the evils of this world. He is doing this in the only successful way with which they can be dealt. His way is succeeding every day, and in the end it will achieve his full purpose. O that men would recognize God, get a clear vision of his "eternal purpose," and earnestly co-operate with him in carrying forward his work!

One of the most prominent and essential features in God's great plan for delivering man and this world from the evils that curse them is the coming of his Son to this revolted world to form contact with the human race. The Scriptures make it very plain that Jesus was to come in person and visibly, at two different times, and in two very different manifestations.

One of these comings has, we fully believe, already taken place, in the first advent of Christ nineteen centuries ago. Of this manifestation the apostle John said that Christ "was made flesh, and dwelt among us, and we beheld his glory." John 1:14.

The first advent was according to God's purpose and in fulfilment of divine foretelling. He will come again, the "second time," in obedience to the Father's purpose and the prophecies of the "sure word."

The second coming of our Lord in glory will be the greatest event of all time. It will be the grand climax of the

great gospel plan. It will bring the glorious consummation of the hope of the church in all ages.

The event is full of meaning, not only to this little world, but to the whole universe. It will mark the close of the long controversy between good and evil, between Christ and Satan. And it will leave the Son of God absolutely triumphant on the great battlefield where the controversy is being so desperately fought.

Now this crowning event of all the ages is not to come unheralded, like a peal of thunder from a clear sky. It has been foretold and described as an event of great splendor, to be accompanied by a great message and a mighty movement. When the disciples asked Jesus what would be the sign of his coming and of the end of the world, he said: "This gospel of the kingdom shall be preached in all the world for a witness unto all nations; and then shall the end come." Matt. 24:14.

To John, on the isle of Patmos, this world-wide gospel movement was revealed in greater detail. We are familiar with the outline recorded in the fourteenth chapter of Revelation. Under this message there is to be carried forward in the world the greatest movement in the history of the church. The scope, power, glory, and triumphs of this movement heralding the coming of Jesus as King are to be fully appropriate to the great event they are to usher in.

Summarizing the prominent features of this movement as revealed in the Scriptures, we have the following:

First, this is a gospel movement. Verse 6. It is the proclamation of the gospel of Jesus Christ, which is "the power of God unto salvation to every one that believeth." Rom. 1:16. It is the "everlasting gospel" in the proper

setting for the hour. Emphasis is placed upon those features of the gospel that are of special meaning and value at the time the message is due.

Second, this is a world-wide movement. It is to reach "every nation, and kindred, and tongue, and people" on the earth. All classes in all the world — Christian and heathen, civilized and barbarous, rich and poor, cultured and untrained — are to be warned of the coming perils, and invited to the only sure place of refuge. By land and by sea the message is to be carried, to the busy throngs in the centers of population, and to the remote, isolated, scattered peoples in partially explored lands and in the islands of the sea. And this will be done. John not only saw the work in progress, but he saw its glorious consummation in a company of people standing around God's throne who had been gathered out of every nation by this message.

Third, the message to be announced is a threefold proclamation. The messages of the three angels blend into one great movement, achieving one great end. Their message will lighten the whole earth with the glory of God.

Fourth, this threefold message is a last-day message. It proclaims to all men the startling truth that the judgment is at hand. The judgment day is a prominent event in the great program of the gospel. It is a last-day event. It comes in connection with the closing part of Christ's ministry, his mediatorial work for the world.

Fifth, this message is reformatory. It tells professed Christians of their departure from the true standard, of their fall from the high spiritual ground they once occupied, and therefore of their unpreparedness to meet God in the judgment. Furthermore, this message utters a most solemn warning against some of the most conspicuous errors and dangers of the times.

Sixth, the result of the proclamation of this threefold message in all the world is the gathering out from the nations of a people of whom it is said: "Here are

they that keep the commandments of God, and the faith of Jesus." These people are prepared for the judgment; they are ready to meet their Lord.

Seventh, this threefold message ushers in the second coming of Christ. "I looked," said John, "and behold a white cloud, and upon the cloud one sat like unto the Son of man, having on his head a golden crown, and in his hand a sharp sickle." Verse 14. This describes the return of Christ to this earth. He comes as King of kings to begin his eternal reign.

Thus the return of our Lord will be heralded to all the world by the gospel message and movement shaped for the hour and the event. When the movement has accomplished God's purpose, the end will come, according to his promise. That event will bring to an end the reign of sin and death, and then pain, and sorrow, and suffering will be banished forever from this world.

Now, it is evident that a movement so great in character, and scope, and power must place upon the church a tremendous task.

It calls for the clearest and broadest vision, the strongest and best-trained intellect, the truest loyalty, and the greatest zeal of which the church is capable.

It calls for practical, comprehensive plans for the preparation of workers to meet the demands of the work in all the lands of the earth.

It calls for efficient, consecrated ministers to preach the message in all the languages of mankind.

It calls for men of trained talent to put the message in written form, so that message-filled literature may be scattered over the world like the leaves of autumn.

It calls for men and women of education to establish and maintain schools for the instruction and training of workers in all the tribes of the earth.

It calls for Christian physicians and nurses to care for the sick and suffering, and to teach the people how to live for

*(Continued on page 277)*

# Educational Needs as a Denomination

A SYMPOSIUM

## In Education

BY W. E. HOWELL

THE educational needs of this denomination are determined by what called forth the movement which it represents, and by the goal set before it. The Seventh-day Adventist idea was heaven-born. Its birth was timed to the imminence of the greatest event that will ever be recorded in the history of this present world — the personal return of our Lord and the end of the reign of sin. So great an event called for a preparation of the peoples of the world to meet their God. The preaching of the gospel for the salvation of sinners, and the heralding of the soon coming of Christ thus began a world task. This denomination was the outgrowth of the undertaking of a few heaven-appointed leaders to accomplish this task.

The goal set before the denomination is the finishing of the work of preaching the gospel to every creature in this generation. This world-embracing task must be adequately and quickly manned. Nothing must hinder the speedy and efficient development of laborers.

Our educational task is therefore the saving of the children of the church for their own sake and the training of young men and women to man the Advent Movement the world around.

Our educational needs are measured by the needs of the foreign missionary service. Read the article in this symposium by J. L. Shaw, formerly a missionary in Africa, twelve years superintendent of mission work in India, and now associate secretary of the Mission Board.

Our educational needs are measured in particular by the needs of the ministry. Read the article in this symposium by G. B. Thompson, a field secretary of the General Conference.

Our educational needs are further measured by the needs of the publishing work. The needs of the publishing work are suggested by the marvelous task set before it of scattering advent literature over the face of the earth like the leaves of autumn. Read in N. Z. Town's article about the wonderful growth of this work and what is needed to finish it.

Our educational needs are measured also by the needs of the medical work. The needs of the medical work are suggested by that remarkable statement that the medical missionary work is the right arm of the third angel's message. Read what Dr. Ruble has to say on what yet remains to be done to measure up to this important position.

Our educational needs are further determined by the needs of the Missionary Volunteer work. The great task of this department is to minister spiritually to all our boys and girls everywhere, and to bring them, in as large numbers as possible, into our schools for education and training. Read the article by M. E. Kern, secretary of this department, and determine what the needs of this vital feature of the Advent Movement are.

Our educational needs are measured in no small degree by the needs of the Sabbath School Department. Read what the assistant secretary of this department says about the achievements and the world-embracing scope of a work which penetrates more universally, perhaps, than any other, into the home of every Seventh-day Adventist believer in the world, and whose organization is limited in scope only by the bounds of the General Conference organization and operation.

Our educational needs are likewise measured by the needs of our Religious Liberty Department, which is doing an effective work in the relation of the Ad-

vent Movement to governmental authorities in the light of the prophetic word. Read what the needs of this work are.

Our educational needs are further measured in no small degree by the needs of efficient business administrators of funds that have now swelled to more than five million dollars a year in our world-wide endeavor to finish the work. Read what the able treasurer of the General Conference has to say on the need of doing the King's business with efficiency and dispatch.

Our educational needs are determined in a very emphatic way by our editorial needs. The producers of message-filled literature must be many, must use with skill and power the pen of a ready writer, and must so fill our books and periodicals with the spirit of the message that men's souls will be reached through the printed page. Read and think upon what is said in the article by F. M. Wilcox, editor of our leading church paper for all the world, and determine what you think our editorial needs are.

Our educational needs are also measured by the needs of the Home Missionary work, which is vital to the spiritual growth of both the individual and the church. Read what C. V. Leach, the new secretary of this department, has to say concerning this work.

As you have read carefully the needs of these ten other main departments of denominational endeavor, think broadly and deeply, and in the fear of God decide what you think are our educational needs as a denomination. Then think one step farther, and determine as fully as you can how well our schools are measuring up to these educational needs in the studies they offer, the instruction they give, the spiritual tone they maintain, and the training in service they give.

## In Foreign Missionary Service

BY J. L. SHAW

OUR rapidly expanding work both in this country and in other lands makes a thrilling appeal for consecrated, well-trained men and women, to engage in service in all branches of the cause.

Some may have thought that the establishment of so many splendid training schools and sanitariums would provide a larger army of workers than the cause requires. But not so. Instead of becoming fewer, the calls for workers are constantly increasing. The General Conference is pressed as never before by leaders in the mission fields, as well as in the homeland, to supply new recruits. Not a day passes at the General Conference office, without its Macedonian call for help. Through the mails and by telegraph and cable come the calls. This message, which started on the stage-coach, has taken on faster locomotion. The telephone and telegraph wires are constantly vibrating in answer to its growth and expansion, and it is not too much to assume that the aeroplane will yet be used to hurry the message upon its appointed mission.

Here are cables now to hand, one from China asking for two men for the publishing house in Shanghai and a stenographer; another from Lake Titicaca, high up in Peru, calling for four men and their wives to answer only in part the appealing calls for help among the South American Indians; while from farther south, in Argentina, the cable bears the word, "Send us a matron for our sanitarium."

At the present time we have calls for more than forty couples for the mission fields. The transportation and support of these workers are provided for in the budget, and the needs strongly urge that they be sent forth during the present year. Here is a list of the calls which are still unfilled: Teacher for Colon, Canal Zone; evangelist for Santo Domingo; church school teacher for the West Indian Union Conference; nine families

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EFFICIENT SERVICE?

for China, besides a stenographer and a teacher; superintendent for the Celebes; physician for Singapore; three families for mission work, and an editor for the Philippines; four families for India; and two couples for the Inca Union Mission at Lake Titicaca, South America.

No God-fearing young person need question whether there is a place in the work for him. Let him make the needed preparation, fit into the continual openings to advance the cause, and there is an assured place of service. "The harvest truly is plenteous, but the laborers are few." If he desires to engage in the ministry, let him surrender himself wholly to his Master, avail himself of every opportunity and advantage to become a Spirit-filled, effective worker in winning souls to Christ. Let him train his mind to careful study of the Word. Let him master every detail in the art of presenting the message of truth in a convincing and appealing manner. There is room for men with such devotion and training in every conference in the homeland and in every mission field beyond the sea. The call on every hand is, "Send us evangelists who will prove able instruments in the presentation of the message."

If his desire is to engage in teaching, let him follow in the footsteps of the Master Teacher. Jesus is the marvelous pattern for every one who hears the thrilling call to teach. We are unable to meet the needs for this class of workers. In nearly every conference there is a dearth of church school teachers; and there is a call for teachers in our advanced schools and for principals. Where can trained teachers be found who with unstinted service will care for the lambs of the flock?

We face also the appealing emphasis of the need of medical missionaries, and workers with a business training. In fact, in every line there is a lack. The call of the hour is beyond our present force of workers to answer. As never before our schools should set themselves to the task of preparing laborers.

## In the Ministry

BY G. B. THOMPSON

THERE is no line of gospel work carried forward by the church that is in greater need of workers than that of the ministry. The commission of the greatest of all preachers, "Go ye into all the world, and preach the gospel to every creature," is still sounding in the ear of the church with more force than at any previous time, for the lengthening shadows admonish us that the sun of human probation is about to set, and the curtain about to fall on the awful drama of sin. The time of rescue is almost finished, and what we do must be done quickly.

In every conference in the homeland there are many more calls coming for honest, educated ministers than can possibly be filled. From rural districts, villages, towns, and cities their needs cry to us, "Come and help us." Now the message is finding its way into all parts of the world. In the darkest portions of the world, where the light of the Word shines but dimly, the people are laying hold upon the Sabbath, and preparing for the coming of the Saviour. Strong, devoted ministers are needed who will lead the people into the light of the Word, and organize and establish churches.

The ministry is our weak place. It is to our colleges and academies that we must look for the trained and devoted young men to fill the ever-increasing calls which come from every land.

A word concerning the qualifications required may not be out of place. While an educated ministry, such as our schools can furnish, is needed, yet it should not be forgotten that the most essential qualification of the ministry is not eloquence, genius, talent, or great learning, but *piety*. President Wilson says the ministry is not alone to *do* something, but to *be* something. The calls which come from the field do not so much inquire concerning the number of grades the young man has had, as, Is he a Christian? Is he

**PREPARE TO PREACH THE WORD**

a man of devotion? Is he a man of prayer? Is he a soul-winner? These requirements do not take second place to anything else. The greatest affliction which could overtake the church, and cause the scourge of the Almighty to be visited upon us, would be an *unholy* ministry. The root of success in the preaching of the Word is not some rhetorical finish, but *piety*, the renunciation of self.

### In the Publishing Work

BY N. Z. TOWN

NEVER before in our history has there been such an urgent demand for well-trained colporteurs, field missionary secretaries, union secretaries, tract society secretaries, and publishing house managers.

In the past our colporteurs, especially here in the homeland, have worked very largely in the country and rural districts where it is not so difficult to meet the people, and consequently men and women of limited education and preparation have been able to carry on successfully this branch of the work. But we have felt and still feel the need of educated young men and women who are able to go into the large cities with our literature and meet successfully the professional and business classes which must be met.

To do this class of colporteur work requires a more thorough training than our field missionary secretaries are able to give in the short time allotted to them for their institutes in the schools. Suggestions have come to the Department that a regular course for literature workers be arranged for in our schools, in which those who are to enter this department would receive a thorough training throughout the year for their particular line of work. This is one of the needs at the present time in our colporteur work.

One of our greatest perplexities has been to get well-trained leaders to take charge of the colporteur work, especially

in the mission fields. The young men in our schools should be more thoroughly impressed with the importance of our literature work, and the part that it is to act in the finishing of this message.

All are familiar with the statement, that "if there is one work more important than another it is that of getting our publications before the people." Another statement from the Testimonies is that "in a large degree through our publishing houses is to be accomplished the work of that other angel who comes down from heaven with great power and who lightens the earth with his glory." We are also told that "as long as probation continues there will be opportunity for the canvassers to work."

Such instruction should be given to our young men in our colleges as would lead them to decide to devote their lives to the literature work and plan to become leaders in this department in the mission fields. Our missionaries write us from Africa and the Far East that their only hope of reaching the great multitudes in those fields is in our literature.

Why, then, should not our young men be impressed with the importance of this work in the schools, and be led to give themselves to it? Under the list of graduates in one of our colleges there are candidates from the commercial course, the normal course, the pianoforte course, the Bible workers' course, etc. Why should not our schools have departmental courses which would prepare candidates for the Publishing Department, for the Young People's Department, for the Sabbath School Department, etc.? We in the Publishing Department feel that we shall be compelled to use men of limited education as field leaders in this work unless in our schools a different education is given to our young men regarding the importance of this branch. This is one of the greatest educational needs of the Publishing Department in this denomination.

Our schools might do an excellent work in helping to educate managers for mis-

sion printing plants by connecting with our school printing plants young men who show adaptability for this work. Our publishing houses are doing a splendid work in taking young men in and giving them a training in the various departments of the institution, but our schools might give an education along this line which would enable us to get managers much quicker than we are now able to get them.

There is also very urgent need for more to be done in our schools in training tract society secretaries. We believe that this should be one of the departmental features of our schools.

### In the Medical Work

BY W. A. RUBLE, M. D.

THERE is doubtless no lesson that has been impressed upon us as a people more forcibly during the past four years than that Seventh-day Adventists should be medical missionaries. The war has compelled us to realize that our young men who go to war should have a preparation that will enable them to save life, rather than take life. The recent epidemic of influenza has demonstrated the need of well-prepared attendants, both young men and young women, to minister medically to the needs of the people in time of great stress.

The voice of the spirit of prophecy has been loud for many years in proclaiming that all Seventh-day Adventists — ministers, colporteurs, Bible workers, and lay members — should become prepared to do relief service during times of war, epidemics, and famine. To this end it is highly proper and important that due study be given to preparing for the perilous times that it is known will soon come upon the world.

There are at least four great lines of training that should be pushed forward in preparing our people for aggressive work in medical missionary lines.

1. General public effort for our own people whereby our churches may receive instruction to the ex-

tent that every member shall be prepared to do this service for his neighbors.

2. Definite courses of instruction in academies and colleges by which each student may be prepared —
  - a. To care for himself.
  - b. To give assistance in the way of First Aid and other helpful service in case of sickness and epidemics.
3. Nurses' training courses where young men and women shall be trained as nurses, not only to engage in ordinary lines of nursing, but also to become leaders in conducting schools of health, cooking schools, lectures and demonstrations for our people and for those not of our faith.
4. The training of physicians for foreign mission fields, for our own sanitarium practice, for science teachers, and practitioners in our colleges and larger academies.

It is very important that every Seventh-day Adventist become well informed in health principles and prepare to use them to the benefit of others. There are two great reasons for this: First, that our people may be educated to care for themselves in making the most of this life, and also in preparing for the next; for we are told that health reform "is a work that will have to be done before His people can stand before him a perfect people." Second, it is to be used as an entering wedge in introducing the last message to the world. Health teachings and ministry to the sick appeal to people in these days of increasing sickness, and break down prejudice, thus permitting the light of truth to be conveyed to the people.

Instruction in health principles and practice in their use are very important and necessary in the education of our young people. During the recent war our young men who were called into the

service of their country, realized keenly their need of such training that they might render service in a capacity that would enable them to save life rather than take life. Every young man among us should receive such a training in nursing as will fit him for such ministry as this in future emergencies which are sure to come.

The recent epidemic of influenza has demonstrated the desirability of training our young people so they may administer healing methods in future epidemics. Courses in hygiene, physiology, First Aid, hydrotherapy, and practical nursing should be offered in our academies and colleges, so that every young person may be prepared to render service in future epidemics.

The nurses' training courses in our sanitariums are more important now than ever before. There was never such a demand for nurses as there has been during the past few years, and is at the present time. The greatest demand is for thoroughly prepared nurses to act in a public capacity in conducting schools of health, lecturing, acting as visiting nurses, and teaching health classes in our institutions. Many more applicants for the nurses' course are desired than ever before, and there are greater demands for graduate nurses than before.

The mission fields and our sanitariums are short of physicians to do the work required of them. Another call for physicians comes just now from our colleges and academies for medical instructors. Our medical school at Loma Linda, with its Los Angeles branch, is rapidly coming to the place where it will be recognized as giving the best preparation for service that can be got. We are not urging young men to rush into this course. It is desired, however, that strong, spiritual young men and women will earnestly consider this work, and if God calls them to enter this line of service, that they will hear and answer the call. There is one sure thing, and that is that there is no better place now for a Seventh-day Adventist to take the

medical course than in our own school.

In closing, no more appropriate words could be used than these from Volume IX of the Testimonies: "Henceforth medical missionary work is to be carried forward with an earnestness with which it has never yet been carried. This work is the door through which the truth is to find entrance to the large cities. . . . Christ is no longer in this world in person, to go through our cities and towns and villages, healing the sick; but he has commissioned us to carry forward the medical missionary work that he began. . . . I have been instructed that we are not to delay to do the work that needs to be done in health reform lines. Through this work we are to reach souls in the highways and byways."—*Pages 167, 168.*

### In the Missionary Volunteer Work

BY M. E. KERN

SURELY no branch of church work demands greater natural ability, deeper Christian experience, fuller mental equipment, or more initiative than the Missionary Volunteer secretaryship. The worker who deals with children and youth, ought to be as nearly perfect as possible, for in a special sense his character (perhaps more than his teaching) influences the character of those for whom he labors.

#### Christian Experience

The Missionary Volunteer secretary must help the young people to face the problem of sin, and must be able to show the way to a triumphant, victorious life. He cannot do this unless he himself has entered into his glorious inheritance.

A student who finishes school with a weak, vacillating Christian experience has failed, however brilliant or intellectual he may be. And if such a student is accepted as a worker, weakness to the cause and delay in the proclamation of the message are the results. The first and constant effort of the teachers individually, and of the school as an organi-

zation, should be to bring every student into vital contact with Jesus Christ. We crave for our coming Missionary Volunteer secretaries the vitalizing influence of men who are extraordinary Christians, spiritual giants, and effective personal evangelists.

#### Mental Equipment

The secretary needs that broad mental and spiritual outlook which comes from a thorough study of the Word of God, of the world's history with special reference to the great conflict between good and evil, of the handiwork of God in nature, and of the characteristics and activities of man.

The young people's worker must be saturated with the truths of the Bible, which should be included in his course of study every year. Human history, studied in the light of divine revelation, will add to his experience, help him to understand the human spirit, and enable him to appreciate the place of the advent message among great reformatory movements.

Science, rightly studied, will bring the student into a fuller knowledge of God, and will furnish abundant material for illustrating spiritual truths.

#### Professional Study

If the church school teacher needs two or more years of professional training to know how to deal with from fifteen to thirty-five children at close range, what of the needs of the Missionary Volunteer secretary who is the spiritual leader of from one hundred to fifteen hundred children and young people in a conference? The prospective secretary needs thorough courses of study in child study, adolescence, religious pedagogy, homiletics, public speaking, Junior work, Missionary Volunteer methods, and the work of the Missionary Volunteer secretary.

Our colleges serve the purpose of giving both a general education and a professional training, and it is the duty of those colleges that would prepare Mis-

sionary Volunteer workers, to offer studies on the principles and methods of Missionary Volunteer work and the duties of the Missionary Volunteer secretary. The Manuals which have been prepared by the Missionary Volunteer Department are designed as guides for such study.

#### Practical Training

The Missionary Volunteer secretary must be a leader, and the more practical experience he obtains in doing actual work as a part of his preparation, the more initiative he will have and the better qualified he will be for the varied duties and the wide range of activities connected with his office. If he has done colporteur work during vacations, and borne responsibilities in the practical work of the school during the school terms, he is still better prepared.

Above all, the Missionary Volunteer secretary must know by actual experience how to win souls. I consider the practical experience in Christian work, gained under the supervision of teachers who know the science and art of soul-winning, a most important part of a secretary's training. The prospective secretary must be a personal worker in the school. He should be given membership and leadership in prayer and personal workers' bands. A former student of one of our colleges was once asked what she would suggest to the school as an improvement in the training of workers. She said, "Urge most earnestly the Christian students to do something in religious work while in school." The student who takes the position that to do practical Christian work while in school is a loss of valuable time, suffers almost irreparable loss.

#### Culture

The successful Missionary Volunteer secretary must be what he wants his young people to become. There should be such an atmosphere of Christian culture in our schools that the students will form the very highest ideals.

The Missionary Volunteer secretaryship offers a career of great usefulness and calls for the best natural ability and highest culture which can be secured. The secretary needs the religious zeal of the minister, the analytical and pedagogical power of the teacher, the social gifts of the successful salesman, the enterprise of the business man, and the initiative and administrative ability of a college president. He is leader, teacher, preacher, and organizer. In their efforts to train men and women for our work our colleges should hold these needs before them.

### In the Sabbath School Work

BY ROSAMOND D. GINTHER

OUR schools offer special work for ministers, doctors, nurses, teachers, canvassers, and Bible workers. A training in these lines has seemed imperative in order that those going into the field might show themselves indeed workmen that need not be ashamed. But what opportunity has been given the young people to receive special training for the Sabbath school work,—a work which has been pointed out as “one of the greatest instrumentalities, and the most effectual in bringing souls to Christ”? The purpose of the third angel’s message is the purpose of the Sabbath school. No one in these days questions for a moment the importance of the Sabbath school work, for at the present time it stands forth as one of the largest and most influential branches of work among us. Wherever the sound of the last-day message has gone, there is the Sabbath school—the pioneer organization in every land. It comes in touch with every believer from the tiniest kindergartner to the oldest senior. Unquestionably, the Sabbath school is one of the leading factors in molding, establishing, building up, and making permanent our denominational work. By the faithful study of the Sabbath school lesson week by week, it seeks to bring every believer into the “unity of the faith.” Yet im-

portant as this work is, little definite or well-organized training has been given in our schools to fit our young people to become leaders in it.

In every conference a capable, well-trained Sabbath school secretary is needed to promote the work. True, many have taken up this line of work and have rendered excellent service, but they have worked at a great disadvantage because they did not have a thorough understanding of their responsibilities and of the greatness and sacredness of their calling. That the work has made progress is due not to special training that our young people have received while in school, but wholly to the blessing of the Lord upon the earnest, faithful, and consecrated efforts of those who have done the best they knew.

But much more might have been accomplished had attention been given this branch of the work in our schools and had the young people received a training that would fit them to become strong leaders. Because of this neglect the work has suffered and the cause of God has been hindered. Again and again conference presidents have appealed to the Sabbath School Department for some person to act as conference Sabbath school secretary. But the department has been helpless to answer the calls because there was no one available. As a result, conferences have been without a Sabbath school secretary for months at a time. Not because there were no young people in these conferences who *might* have rendered acceptable service, but because there were none who had had opportunity while in school for special training in Sabbath school work. Naturally, conference officials have felt loath to place these important duties in inexperienced hands. There is no work of any importance which does not demand some special preparation. And surely for this far-reaching service there is need for the best possible training.

But we see light ahead. We rejoice that at the recent Educational Council held in Washington, action was taken

**PREPARE FOR SERVICE IN SABBATH SCHOOL WORK**

which, if carried out, will provide in our college curriculum special instruction in all lines of denominational endeavor. And we hope that the Sabbath school work will receive its share of attention. Now that this work is to be provided in our schools and receive special attention, are there not young people who feel that God is calling them to dedicate their talents to the Sabbath school work, and who while attending school will train themselves for this service?

"The Lord calls for young men and women to gird themselves for lifelong, earnest labor in the Sabbath school work."—*Testimonies on Sabbath School Work*, p. 53.

The following stirring message was sent to our schools long ago:

"It is also the Lord's design that our schools shall give young people a training which will prepare them to teach in any department of the Sabbath school, or to discharge the duties in any of its offices. We should see a different state of affairs, if a number of consecrated young persons would devote themselves to the Sabbath school work, taking pains to educate themselves, and then instruct others as to the best methods to be employed in leading souls to Christ. This is a line of work that brings returns."—*Testimonies for the Church*, Vol. VI, p. 136.

For strong leadership in this department, as in all others, the heart of the worker must glow with the love of God, and he must have a burden for those who are unsaved.

### In the Religious Liberty Work

BY C. S. LONGACRE

THE spirit of prophecy, referring to the religious liberty work, says:

"A great crisis awaits the people of God. A crisis awaits the world. The most momentous struggle of all the ages is just before us." "When the National Reformers began to urge measures to restrict religious liberty, our leading men should have been alive to the situation, and should have labored earnestly to counteract these efforts. . . . Not all our ministers who are giving the third angel's message, really understand what constitutes that message. The National Reform movement has been regarded by some as of so little importance that they have not thought it necessary to give much attention to it, and have even felt that in so

doing, they would be giving time to questions distinct from the third angel's message. May the Lord forgive our brethren for thus interpreting the very message for this time."—*Testimonies for the Church*, Vol. V, pp. 711, 715.

In referring to the necessity of our schools educating our young people in the fundamental principles of religious liberty, Sister White writes:

"The principles necessary for our youth to cultivate, must be kept before them in their daily education, that when the decrees shall go forth requiring all to worship the beast and his image, they may make their right decisions, and have strength to declare, without wavering, their confidence in the commandments of God and the faith of Jesus, even at the very time when the law of God is made void by the religious world."

The educational institutions of the past centuries, when the conscience was shackled, and justice, liberty, and democracy were struggling for recognition, were the great champions of human liberty and the rights of the people. The universities and colleges had special chairs endowed and devoted to educating the youth and to training defenders and promoters of civil and religious liberty principles for the enlightenment of the church as well as of the state. But since the battle has been largely fought and won, little attention has been given to this subject which once occupied the foremost position.

But we who know that these precious blood-bought principles are soon to be repudiated by both church and state, ought to redouble our efforts in our schools in training defenders of the faith and promoters of the principles which are more precious to us than the gift of life itself. For the gift of life without the gift of liberty is abject slavery.

The struggle for human liberty and the triumph of democracy is not a local problem but a world issue. In every country of the world, we need staunch defenders and promoters of the principles of civil and religious freedom, the rights of the individual conscience, the equality of all religions before the law, and the privilege of preaching the gospel.

If the schools are willing to train young men to become efficient workers in this line of service, the Religious Liberty Department stands ready to formulate a syllabus of outline studies in these principles in the light of history, jurisprudence, political science, and divine revelation. This line of work appeals to our young men, and it will not be long until necessity will force every one into the impending conflict. Now is the time to prepare for the issue and to assist in the movement that is postponing the crisis.

### In Denominational Business

BY W. T. KNOX

THE building of the temple in Solomon's day required all manner of workmen—hewers of wood, quarriers of stone, men skilled in preparing these materials for the building, cunning craftsmen who fashioned gold, silver, and other metals, and the workmen who prepared the beautiful curtains of purple, crimson, and blue. Today in God's final work of gathering out a remnant people that are to enter into that spiritual temple that God has been erecting for the habitation of his Spirit, there is also need of workmen possessed of every talent imparted to man. In the early days of the apostolic church there was need not only of men who could give their time and energies to preaching and teaching the Word of God, but also men of God who, by reason of their natural and acquired ability, could properly care for the material things that pertained to the necessities of the church.

In the development of our work today, there is a continual and growing demand for workers,—men and women skilled and trained for the various activities of the church. This demand is becoming more insistent with every passing year. As the work is carried forward at home and abroad, our conference organizations and institutions are being greatly multiplied and enlarged, and the financial interests and problems of the denom-

ination are continually increasing. Millions of dollars are invested in our publishing houses, sanitariums, and schools, and the demands being made upon these institutions and conferences are such as to call for the most careful and efficient management, which can be attained only by manning them with a corps of competent workers.

Not the least of our perplexities is to find competent and efficient stenographers, accountants, and men of business ability to care for our rapidly growing work. Mediocre workers in all these lines may be found, but we need the very best that can be produced, and for the lack of such, the cause in all its phases is being seriously hampered, and great losses, financial and otherwise, are being sustained.

The primary object of our training schools is to develop and properly train all classes of laborers needed in the work of God. To them we naturally look for our chief supply. A strong commercial department should be carried by all of them, the aim of which should be to produce efficient workers who can be employed by our conferences and institutions and supply their needs in these material lines. It is true that no school training will give to students a business knowledge and experience that would warrant our boards in placing the management of our institutions in their hands. Yet the writer believes that with proper and efficient instruction in business methods and principles it is possible to lay a foundation, especially where natural ability already exists, that, with after-opportunity to develop provided, will eventually give us many young men upon whom responsibilities in these lines may be placed.

It may be said that the responsible boards and committees of our organizations do not now look to our schools for relief in their need in these business lines. That is without doubt to a large extent true, but one chief reason for this is evidently to be found in the fact that generally the large proportion of the stu-

dents of our commercial departments have not been of a character to warrant an attempt to employ them. The aim of these departments has not been high enough. Their work has not been sufficiently broad and efficient to hold out encouragement to our institutional managements to undertake the after-school training in practical lines required. So that thus far they have mainly sought relief from other sources. In the meantime there is a constant and an ever-increasing unsupplied demand at home and in our mission fields for treasurers and men of business ability. Too many times we are compelled, in trying to fill these calls, to take men who are and should remain in evangelical work, and at other times to call to our assistance those who have had some experience, but in lines apart from our organized work, often resulting in disappointment to us.

The need of the hour certainly calls for a decided reshaping and improvement in our educational efforts to train the workers needed in the cause in business capacities.

### In the Home Missionary Work

BY C. V. LEACH

THE objective of the Home Missionary Department of the Seventh-day Adventist denomination, with the co-operation and backing of its ministry and other workers in the field, together with the warm support of our schools, is to educate and train every individual in its ranks for the kind of missionary endeavor for which he is particularly adapted. Our ministry blazes the trail and inspires our church members to action, and our leaders lay plans for the advancement of the work, but we must have an efficient organization to assist these vitalized members to find the place where they can work to the best advantage, as well as train them for their work.

The crying need of this department is adequately prepared and capable leaders. As another puts it, "The problem of the church is the problem of a man.

Given the right man, any church can be led to success." With the rapid growth of the work here in the homeland, and the many calls for men to head this phase of denominational activity in foreign fields, we must have strong, capable young men looking forward to this work.

Another great need is continuity of vision. An efficient leadership and continuity of vision are very closely associated. Give us thoroughly trained leaders, to be obtained through the medium of our schools and conventions, and there will be developed men who will accomplish the task set before the church by its founder, Jesus Christ.

Our schools with their newly adapted curriculum can do much toward meeting the denominational objective by training its young men and women for the particular lines of work that go to make up the great whole, of which the Home Missionary Department is a part.

We would make the following suggestions as to how the school may contribute in a definite way toward building up this department, which, when properly working, will fill a large place in the finishing of the task assigned this people:

1. Let the student's church be a model home missionary church.

2. Follow the curricula outlined by the Educational Department on departmental work. We favor the organizing of a class dealing with the different phases of home missionary work, under the direction of a member of the faculty, meeting once each week, the student receiving full credit on his course for work done.

3. That arrangements be made with adjacent churches, if there are such, for promising young men who have as their aim that of becoming leaders in the home missionary movement, to become leaders of the church home missionary society for a period of at least six months; this so-called laboratory work to be done during the junior or the senior year.

4. That arrangements be made between leaders in schools and field for promising young men who have this

**BE A HOME MISSIONARY**

phase of departmental work as their objective, to attend union or local home missionary conventions, that they may get in touch with problems of the field.

5. That the members of the class studying home missionary work be considered associate members of the church missionary committee, and that they be invited to participate in the discussions of the various problems.

6. That all young men who at the beginning of their school work indicate on their registration blank that home missionary work is their objective, be encouraged to spend their first two summers in the canvassing field, thus getting in close personal touch with the needs of humanity.

### In Editorial Work

BY F. M. WILCOX

WE are engaged in a great world-wide, progressive movement. Numerous facilities and men and women of capability are needed to carry it forward. The message is to go by the living preacher and by the printed page. Thus far in the development of the movement the printed page has been the main pioneer in every field which the message has entered, and doubtless this will be true till the work closes. This will necessitate the enlargement of our printing facilities, the establishment of new printing centers, the employment of additional

editors, proof-readers, translators, etc.

There exists at the present time in our denomination a demand for trained editorial talent. This department of our work should make larger appeal to our young men and women. Those to whom there has been given special ability and aptitude in writing, who possess the editorial instinct, should be encouraged to give themselves to this class of work. This need is recognized by the brethren of the General Conference, and recommendations have already been passed providing that our leading publishing houses shall enter upon the training of editorial workers and writers, thus providing men who, when the demand arises, can go out into the various mission fields to prepare the printed page for the use of the people with whom they will be associated.

Those who contemplate entering upon this work should secure as a foundation a good college education. Particularly should they seek training in literary lines, and a knowledge of those languages which will fit them for successful work. The future will witness a growing and rapidly increasing demand for workers of this character. Our school faculties should particularly interest themselves in this demand, and should seek to turn the attention of students adapted to this line of service toward this call, giving them the necessary training for this important work.

## Decide Now

To give your life to the service of God.

To prepare for a large and full service, by securing the best spiritual, mental, and physical training possible.

To enroll this fall, with the other five thousand or more young men and women, in one of our colleges, seminaries, or academies.

You will be well rewarded.

**LEARN TO USE THE PEN OF A READY WRITER**

# What Our School Is Doing for Me

A SYMPOSIUM

## The Way Some of Our Students Look at It

I STRAYED to Union College a timid girl from the farm, having little idea of why I came, and expecting to stay only the one year. But as the months of that first year slipped by, I began to awaken to the possibilities that lay in life, and to realize my inefficiency and my need of a training such as Union can give. I have learned to feel a greater responsibility, a deeper sympathy for my neighbor, and to consider others before myself. Christian association here has impressed me with the fact that religion is not a mere theory, but brings practical results in the everyday life.

GRACE MEYERS.

ALONG with appreciation for the high grade of work that is being carried on in Union College, I would say that the school is doing much for me in helping me to meet the practical problems of life, and to put into practice those things which may be learned in the courses of study. I think more especially of the benefit that comes through the various school activities, and the broadening influence that comes through contact with those who make up the school family. The spirit of earnestness and sincerity that has been manifested during the year 1918-19 cheers me in my endeavor to do my part in meeting the world's greatest need.

ISAAC COUNSELL.

I OWE much to Pacific Union College. I had always attended a denominational school, but until coming here I did not appreciate things that are really worth while. Here I have become much better acquainted with the Testimonies, and have learned their value. I have learned to love the Bible, which hitherto I had always considered rather to be endured than enjoyed. Above all, I have found a personal Saviour. All my teachers

seem to take a personal interest in each student, and in his spiritual welfare.

MAE BELLE AMES.

THE two years I spent at Pacific Union College were worth more to me than the richest gold mine. I look back especially upon my Normal Course with the greatest appreciation for the knowledge and experience it afforded. It gave me a new view of life and unfolded to me the secret of true happiness,—that of unselfish service for others. Dealing with the responsive minds of the children brought a pleasure and an education not found elsewhere.

LELA HORNING.

To me, Walla Walla College stands for all that is best and highest in education, development of character, and spiritual attainment. There is a close bond of union between faculty and students. Each teacher has the personal interest of the students at heart, and is always ready to share in their joys and sorrows, never being too busy to render assistance of any kind. Walla Walla College and the association with my fellow students, have given me the inspiration to devote my whole life to the cause of Christ.

ALICE WEAVER.

WESTERN CANADIAN JUNIOR COLLEGE is doing for me what the public school could not do. The high ideals that are continually held before the students, and the crying need for workers in God's cause, of which we are reminded constantly, have led me to a full consecration to God's service. The high standards of work maintained at this school have awakened in me the conviction that God's workers must be trained in God's schools. The determination to be a worker in God's cause, I owe to this school.

T. E. UNRUH.

WHEN I came to Eastern Canadian Missionary Seminary in the fall of 1916 it was with many misgivings. At that time I was an unconverted boy, and had been led deeper and deeper into sin. Life in the city had proved very harmful to me. On hearing about this school, I decided to come, desiring to lead a Christian life. During my first year in school the Lord worked mightily upon my heart, and through the influence of Christian associations I found the Saviour. My ambition in life has changed since coming here. Like Paul, those things I once hated I now love. Before coming to this institution my aim was to make money, but now it is to save souls.

ARTHUR VAN SICKLE.

LANCASTER JUNIOR COLLEGE is a quiet, steady molder of character. Its facilities are good and its teachers excellent. The fundamental basis of its success lies not so much in its good curriculum, as in the exchange of thought between students and teachers, which strengthens and uplifts. The excellent examples of kindness, thoughtfulness, good cheer, and Christian piety found in the students and teachers have made for a strong influence in my life, and have strengthened my determination to work for the Master.

CORNELIUS PEARL.

INABILITY to express my feelings when I realize what Williamsdale Academy is doing for me, leads me to exclaim with Tennyson, "I would that my tongue could utter the thoughts that arise in me!"

The good influence, the prayer bands, the prayer meetings, and the general decorum of the school are to me stepping-stones to the ideal Christian life. Before attending Williamsdale Academy my one object in life was to serve self and the world, but in the atmosphere of this school that desire has vanished, and in its place is the longing to be of some use in the Master's service.

CYNTHIA MORGAN.

CLINTON THEOLOGICAL SEMINARY is giving me a true education. The noble,

unselfish, Christlike example and influence of its teachers and students show me that only a life of service is worth while. It is teaching me the value of mental training. In its social sphere and school activities I can apply practically the theoretical principles this training has given me. Missionary campaigns and student movements have proved that whatever we attempt to do for God we can do.

HAROLD K. SCHILLING.

WHAT the fire is to crude ore, Clinton Theological Seminary is to my character. It is patiently burning out the dross and purifying what gold there is. It is giving me higher and more lofty ideals, and is furnishing me with a constant incentive to reach those ideals. By the lessons obtained here, I am learning more fully the secret of living a victorious Christian life. The atmosphere that permeates this school is molding my ambitions and leading me to determine that henceforth I will know nothing but "Jesus Christ, and him crucified."

ERNESTINE HOCHSCHORNER.

BETHEL ACADEMY has done much for me, but the one thing I am most grateful for, is the vision it has given me of the world's great need. I have received a vision of what remains to be done, and that there is a place awaiting every one who is willing to work.

ESTHER BENSON.

BETHEL ACADEMY is accomplishing something of far greater value in my life than educating me in geometry or Latin. Two years ago my aim was to obtain an education, that I might have a prominent place in the world, and enjoy a good time; today my aim is to prepare for service in God's cause, and to obtain a preparation that will fit me for service to those around me. Bethel Academy is changing my ideals and aims. It is giving me a vision of the millions without Christ, and it is implanting in my heart a desire to aid my fellow beings as God may lead.

MYRTLE JENNINGS.

ALL I owe to San Fernando Academy cannot be written or told. Besides benefit and enjoyment from my studies, there has been the influence and example of Christian teachers, which cannot be fully estimated. Our Friday evening students' meetings have inspired me to make a firmer determination to live and work for God. I have learned that true greatness and true happiness lie in Christian service. MAE MACKLIN.

It was at Champion Academy that the secret of a Christian life was revealed to me. The school year has been only too short, for each day brings newer, better, and more profitable lessons from the divine Teacher and school instructors. I shall always remember Champion Academy as the school through whose influence I was called to a life of service in the harvest field.

ROMA M. WIRT.

MY experience in Alberta Academy has been a great help to me spiritually, mentally, and physically. Spiritually it has given more definite shape to my Christian life, by keeping the aim of every Christian — efficient service for God — continually fresh in my mind. Mentally it has developed my mind, so that I can more readily comprehend the great problems that every one must face in this stirring age. Physically it has helped me to realize the value of a strong, well-trained body in any vocation of life, and has taught me how to care for my body. JOHN MCKIBBIN.

I HAD always attended public school until this year. I endeavored to live a Christian life, but my efforts were unsuccessful. Last fall before the beginning of the school year I realized that I ought to attend one of our denominational schools. The study of the Bible is the most helpful of any subject to me now. Many other things are taught which are helpful in life, but the one thing that has appealed to me is the Christian life. One thing I wish is that every young person could have the opportunity that I am having at Lodi Academy. MAYBELLE KENNY.

SOUTHERN OREGON ACADEMY is impressing me with the importance of living a whole-souled, prayerful, Christian life. The influence of consecrated, God-fearing teachers cannot be overestimated. I believe that this school is preparing me for work in our Master's vineyard.

HENRY RUSSELL EMMERSON.

MY education received at the Pisgah Industrial Institute has meant an entire change in my life plans and ideals. Here I found the Saviour and gave my life to him. Neither my literary nor practical education has been neglected. Pisgah is located in the mountains where I can see the needs of the people, and since coming here my life has been dedicated to this work. EVELYN BEERS.

FOURTEEN months in the Nashville Agricultural and Normal Institute have wholly changed my view of life. My eyes have been opened to the meaning of Christianity; my grasp of God's plan for man has been broadened; my love and enthusiasm for his work have been strengthened and my faith deepened. Student participation in government, discipline, and business management of the school through our administrative meetings are strong educational factors. The opportunity for student self-support, with the daily contact with home and farm duties, has helped me to rightly value manual labor, and is a business education in itself.

MARGUERITE COFFIN.

### The Youth's Example

"The child grew, and waxed strong in spirit, filled with wisdom: and the grace of God was upon him."

"All that heard him were astonished at his understanding and answers."

"Jesus increased in wisdom and stature, and in favor with God and man."—According to Luke.

# How Can I Get to School Next Year?

BY FREDERICK GRIGGS

THIS question is being asked by thousands of young men and women at this time, and it should be asked by many thousands who are not asking it, for every young man and woman should secure a good education—an education that will qualify for the life that now is and the life that is to come. Booker T. Washington, the great Negro educator, started his school work without any money. He had walked long distances to get to the school. The teachers whom he met did not encourage him to think that he could attend, but he told them that he had come to school and that he must stay there and get an education. They set him at some work to meet his expenses temporarily, which he did so well that they told him that he might have the opportunity to work enough to meet his expenses. For four years he attended this school, paying all his expenses by work about the place.

Once a young woman came to school at South Lancaster with forty dollars in money—enough to pay her tuition for the year. We gave her work in the kitchen, and in this way she earned her board and room. During the next summer she earned enough doing housework to pay for her books and tuition, and again she worked for her room and board. In this way, year by year, she made her expenses through the academic course until she had completed it. She then took a nurses' course in one of our sanitariums and went into the work well qualified for service—all because she was dependable and reliable in all that she did.

I know another young woman who was graduated this year from one of our colleges. She came from Europe *without* money, but by work on the farm, in the home, and by canvassing, she put herself through the academic and college courses. This is surely the spirit that will give any boy or girl an education, and I be-

lieve that no one so thoroughly enjoys the education which he receives and appreciates the opportunities for service it affords, as those who work in this manner to obtain it.

The illustrations which might be brought forward of men and women who are obtaining scholarships from the sale of our magazines and books, are very numerous. If there is any truth in that old adage, "Where there's a will there's a way," that truth finds place in the experiences of young men and women who are determined to gain an education. Somehow everything contributes to success in this undertaking.

"How can I get to school next year?" First of all, you must with all your heart want to go, for unless you have a burning desire to gain an education, you will not endure during both vacation and the school year the hard work necessary to meet your expenses. Generally speaking, it may be said that any one who has money enough for clothes, books, and tuition, can go to one of our schools and carry a strong line of studies, while at the same time earning by work, about the place or in the neighborhood, enough to meet the expenses of room and board.

Of course it goes without saying that for one to do this, one must have good health as well as good courage, for it takes hard work to carry successfully a reasonable number of studies and to meet living expenses at the same time; yet it is done, hundreds of times over in our schools each year, but only by those who have this burning desire for an education, together with a strong purpose and will to secure it, and who are faithful in their duties.

ARE YOU COMING BACK  
TO SCHOOL?

# Our Colleges: What They Are Doing and What They Ought to Be Doing

BY C. W. IRWIN

A CAREFUL examination of the pages of the Seventh-day Adventist Year Book will reveal most clearly what our colleges have been doing in the past in the way of preparing workers for the cause. The statistics of our advanced educational institutions show that a very high percentage of graduates are actively engaged in some branch of the third angel's message. Presumably this is the work that our schools are now doing. The time is past when the only avenue to the gospel work is that of the ministry. In parallel courses our schools are preparing ministers, Bible workers, teachers, physicians, nurses, managers, stenographers, bookkeepers, and other unclassified workers. In order to accomplish these results, our schools in recent years have spared no pains in securing the best teaching talent and the most practical equipment, in order to give the most thorough training for these various types of workers.

As the third angel's message has progressed, special stress has been laid upon the preparation of special kinds of workers. The urgent need for workers in foreign fields has been particularly stressed in our schools of late, and more emphasis will need to be given to this branch of our work. By means of stereopticon lectures, addresses from returned missionaries, and direct appeals of various kinds, the foreign mission work has been held before our students in a very special way, and other departments have not been neglected, while special emphasis has been laid upon foreign service. It is the usual thing in our schools nowadays to expect that every graduate from advanced courses will find a place waiting for him in the cause of God. Much of course depends upon the character and spirit of the student, and the character and the nature of the instruction which has been given him.

Only a casual survey of our conditions, both in the field and in our schools, will reveal that the subject matter and method of our instruction has not altogether kept pace with the message.

The recent Educational Council has once more stressed the importance of giving attention to the essentials and the weeding out of nonessentials. The foreign missionary, when he reaches his field, ought to be able to say, "My Alma Mater furnished me the necessary prospective and groundwork for a successful career in the field." And every college should hold itself in readiness to alter or adapt its course of study and to build its work on such principles as will best fit the prospective missionary for his work. The wise teacher will lift up his eyes and look upon the field while giving instruction to the eager learner under his care, and he will ask himself the question, Is the subject matter and is the method which I am using such as will thoroughly furnish the student for the new conditions which he will find in lands abroad?

What our schools ought to be doing will be answered in the light of present-day needs. It is evident that we have fallen upon an exceedingly practical time. This is true in the world, and no less true in our work. Everything is to be tested by "What is worth while?" In view of this, our schools should give thorough training in health principles in order that the worker may not only go forth with strong physique and physical courage for his labor, but that he may be a teacher of health principles in this time when pestilence and epidemic are stalking through the world.

His mind also should be taught to think quickly, accurately, and broadly. This sort of thinking is developed under the most practical kind of training.

Here is where the industrial departments in our school work may function.

Above all, the spiritual nature of the student should be most thoroughly nourished. He must go forth to his work with a message. He must go with the spirit of the Master who "went about doing good." Unless his heart is deeply imbued with a love of souls and sympathy for a dying world, he is liable to be attracted by the financial and secular allurements of this life. And in this connection the importance of right principles in the study of the Bible and the Testimonies should be emphasized. We are living in a time when the student should not become confused in his spiritual understanding. He should go forth with an absolute confidence in God, and

an unswerving loyalty to the message, and with no taint of doubt in his mind.

In order to produce all of these desirable results, our schools are at the present time giving most careful thought and study to the instruction that has been given us through the spirit of prophecy. We trust that a new era has dawned in our school work, and that our conviction of the world's need has been clarified to such an extent that we shall give no kind of training except that which will further the interests of the cause we love.

To this end the teachers in our schools most earnestly request the prayers, sympathy, and suggestions of all our people, that a preparation may be made to accomplish a quick work in the earth.

## Service the Junior College Can Render

BY M. E. OLSEN

THE large majority of our young people who enter various lines of denominational work will not go beyond the junior college. This fact places a great responsibility upon the junior college teachers. They must lay sound educational foundations, and must also build the superstructure.

There will be three main classes of students to deal with. First, the boys and girls of tender age just out of a church or public school, who come because their parents send them. Had they made their own choice, they might possibly have gone to a high school, not because they have any special objection to our denominational institutions, but rather because they are immature, their character unformed, their life outlook very narrow.

These boys and girls on entering the junior college will usually need to be examined in the common branches to see whether they are really prepared to take advanced work. This examination should be thorough, especially in such practical subjects as grammar, arith-

metic, reading, spelling, and penmanship. In many public schools the curriculum is so congested and the emphasis placed on these studies so slight that pupils get their eight-grade certificates without a proper knowledge of these fundamentals. Even in our good church schools these subjects do not receive the attention they deserve. Therefore, it will necessarily devolve on the faculty of the junior college to deal wisely and firmly with the pupils who apply for entrance into their ninth grade. It is better for such pupils to spend, if need be, their entire first year in gaining thorough knowledge of these fundamentals than to go on to other subjects before they are ready for them.

It is a disgrace to a junior college to have in its advanced classes young men and young women who are not sure of their grammar and who cannot read a hymn or a page of poetry effectively. These younger pupils, then, should first of all be assisted to a proper classification, and then held to their tasks day by day so that the parents will have rea-

son to feel that they are receiving the mental training they need.

The junior college should further plan some useful physical labor for the growing boys in addition to the one hour a day required in all our schools. While their minds are being trained we should provide right conditions for bodily growth and development. A physical examination followed by systematic physical culture exercises should also be provided, especially for the pupils suffering from underdevelopment.

The spiritual nurture of these younger pupils is of supreme importance. They need fathers rather than teachers. They are to be gently led on into a full knowledge of the truths of the Bible and a personal heart-to-heart fellowship with the Lord Jesus Christ. This delicate work can be done successfully only by teachers who themselves are sitting daily at the feet of the Great Teacher.

I have dwelt somewhat fully on the special needs of these younger students because they are the most difficult class to deal with in our junior colleges. The pupils who come from intermediate schools and academies, expecting to complete a junior college course, need a training that will fit them for some definite work in the denomination, and the earlier in their course they decide what that work shall be, the better. School life takes on a deeper meaning for the student when he begins to regard it as a preparation for a definite life-work.

The third class of pupils consists of those who are so mature in years that they cannot wisely spend sufficient time to complete one of the longer courses. Such will wish to select work chiefly in Bible, history, and English, which will be of immediate and practical use to them. The junior college should cater zealously to the needs of this class of pupils. They are a valuable part of the student body, and their influence will have a steadying effect. Their eyes are on the field, and they will help others to look in that direction.

Summing up the matter in a few

words: The junior college should turn out students who have a good knowledge of the common branches. It should aim at thoroughness in everything. It should insist on pupils' doing well the various tasks assigned them to do with their hands. Head knowledge alone should not suffice. It should teach its girls to sew and cook, and do both in a superior way. Its boys should learn how to use tools and to work on the land. Both boys and girls should have such a program of studies and work that they will be growing stronger physically as well as intellectually and spiritually. They should learn and practise gospel health principles, and the rational treatment of disease.

Moreover, the students coming from a junior college should have true intellectual humility. They should realize that they have but begun their education; not only can they learn much more in real life, but they can learn many practical things of great importance from men who have not had their school advantages. The graduates of a junior college should keep in mind the advantages offered by the senior college in whose district they belong, and should be hoping some day to go still farther in their study of the Word and works of God.

### The Purpose of Education

"Every human being, created in the image of God, is endowed with a power akin to that of the Creator, — individuality, power to think and to do. The men in whom this power is developed are the men who bear responsibilities, who are leaders in enterprise, and who influence character. It is the work of true education to develop this power; to train the youth to be thinkers, and not mere reflectors of other men's thoughts."—*Education*, p. 17.

# Our Academies: What They Are Doing and What They Ought to Be Doing

BY H. T. ELLIOTT

OUR academies are preparatory schools for the colleges, forming a link between the elementary school and the more advanced training school. Standards for equipment and for teaching have had a wholesome effect in developing an efficient teaching basis. From the standpoint of technical teaching, the academies are coming to be recognized as well-developed schools that are hard to surpass. The dormitories and school buildings, though not lavishly equipped, are being made to meet modern requirements. Our young people are thus provided with efficient preparatory schools.

In this we are only meeting the standards set forth in the Testimonies — that our intermediate schools should teach well the fundamentals. Our academies should not aim to become subcolleges. They must remain true to the place given them by the spirit of prophecy, and do thorough fundamental training. No academy can fulfil this ideal and be merely a preparatory school for college. Its life depends on the vitalizing touch of the field work. Many young people care little about preparing to enter college until the value of advanced training becomes apparent to them through their experience or through their view of the field work.

These conditions make it necessary for the academies to offer foundational work in such lines as normal, commercial, and manual training, in order to prepare more efficient church school teachers, and office workers, and develop the young people along the lines of health and practical service.

With these branches offered in the academic grades, the courses of study will appeal to the youth as being intensely practical. Having a taste of the training needed for field work, the desire for advanced education will follow. We

shall have approached more nearly the instruction of the spirit of prophecy than before, for we shall be preparing more workers for the immediate needs of our work, at the same time stimulating more young people to prepare themselves in college for service.

The two chief aims of our schools are to prepare workers and to be agents in the transformation of character. This article would not be complete without calling attention to the function our academies should have in a more general way than through their courses of study. It must be remembered that they are to do fundamental work in all lines.

In a sense they are closer to the homes and to the fields than our more advanced training schools. Our youth coming away from home for the first time receive at our academies their ideals of Christian service and their determination to enter denominational endeavor. They are in the formative period of life. The keenest joy in the academic teacher's life comes from a consciousness of the work of the Holy Spirit among the boys and girls in the formation of character and in the inception of their life's ambitions.

The academy, like the church school, is a supplement to home development, but the student being entirely away from his parents, never appears to them again as the same boy or girl. In view of this fact most earnest effort should be made in upbuilding the spiritual life in the homes.

In the Lake Union Conference about one quarter of our youth of academic age are enrolled in our academies. It is our goal to serve them all. If we can reach all our young people, we shall see more fully developed that spirit of loyalty, co-operation, and unity among our churches.

# Our Foreign Schools

BY O. M. JOHN

It is indeed gratifying to note that there has been a steady growth of our educational work in the foreign fields, even during the war period. Approximately one fifth of our total enrolment is in foreign countries.

According to latest available statistics, we are operating 115 schools in countries outside of North America. Of this number 85 are church schools and 30 are secondary and advanced schools. The church schools have an enrolment of 2,883 and employ 102 teachers, while the other schools have an enrolment of 2,168 and employ 172 teachers, thus making a total enrolment of 5,051 and 274 teachers.

The following table, which pertains to secondary and advanced schools, will be of interest:

Year	No. of Schools	Enrolment			Total	Teach-ers	Grad-uates	En'g Work
	1-8	9-12	13-16					
1914	19	703	727	17	1,447	121	190	225
1915	21	787	633	40	1,460	127	144	226
1916	25	792	657	41	1,490	138	101	191
1917	27	954	757	31	1,742	147	105	169
1918	30	1,303	839	26	2,168	172	80	268

An analysis of the figures given above shows quite a uniform increase in number of schools, enrolment, and number of teachers. For some reason there is a steady decrease in the number of graduates. Possibly the war is responsible for this, owing to the drafting of advanced students for government service. The number of students, both graduates and others, entering the work shows some fluctuation, though the figures for the last year are higher than those of any previous year. Furthermore, 83 per cent of the students enrolled are taking work above the eighth grade.

The following items, culled from letters received during the past few months, give some idea of the progress and needs of our schools in some of the distant lands.

Concerning the Singapore Training School, K. M. Adams, reports:

"The school has three departments: Chinese,

Malay, and English. The Malay and Chinese departments are similar, and are devoted exclusively to the training of workers in their own languages. The English department trains our young people for service as office workers, canvassers, translators, etc. The school is visited by the government inspector, and takes the government examinations, and our students do better than the average of the Singapore schools, 88 per cent of our candidates being successful.

"Library — 1,100 volumes (English, Chinese, and Malay).

"Nationalities — European, Hokkien, Hakka, Cantonese, Bengali, Tamil, Malay, Javanese, Singhalese, Battak, and Menadonese. All parts of the field are well represented.

"Twenty-three students have already entered the work, fourteen of which were not sent to the school for their training by mission directors.

"The school is recognized by the government and receives a subsidy, though the school is in no way hampered by the government.

"The spiritual tone is excellent; teachers and students are doing a large share of the missionary work.

"In 1917 seven students were baptized, and in 1918 there were 13.

"A Sabbath school of twenty-two was raised up in Pontianak, Borneo, through the efforts of two of our boys. A young man in Medan, Sumatra, has a company of fourteen interested in the truth and studying it. We are certain that the blessing of God has rested upon the school and its work abundantly during the past year."

Concerning the Hankow Intermediate School, F. A. Allum writes:

"In North China today we have one training school located at Shanghai, and an intermediate school at Yencheng, Honan. We have in Hankow a good school building that has been idle now for more than a year. This is owing to the fact that we did not have any teacher to conduct the school."

Concerning the Philippine Academy, I. A. Steinel writes:

"Our total enrolment for the year was eighty, ranging from the first grade to the second year in the secondary course.

"Our industries did much better than the first year. Some of them had a credit balance at the end of the year. This coming year we hope to strengthen these industries very materially, and also to add new ones. For the

boys we expect to have carpentry, gardening, mechanical drawing, and belt weaving. For the girls we shall have embroidery, hat weaving, sewing, lace making, and domestic science.

"One of the most encouraging features of our work has been the spiritual progress made by our students. Ten were baptized this year. The young people did a great deal of missionary work. They were delighted with their study of the Bible; they kept the Morning Watch, and almost every one seemed to be having a good Christian experience."

Concerning our school at Lucknow, India, I. F. Blue writes:

"We are of good courage here and the Lord is blessing us in our work. We are seeing some results in the school work; in fact, I am of the opinion that a large part of the work here will be done by the schools. It is rarely that we get the older people to accept the truth. For the most part it is the young that join us, and if we can get them into the schools and interest them in the truth, their parents will come along with them. I have had here for the past few months, five young men from the Lucknow Training School, all of whom were recently baptized. One of them was direct from Mohammedanism. Another was a moonshee, or rather a Mohammedan priest, when he was in the Mohammedan faith, but he has joined us, and is a very good man. He is now a language teacher for the missionaries."

It will be of interest to our readers to learn that Claremont Union College, in South Africa, has been discontinued during the past year. In its place there remains a church school with forty-five students and two teachers. The training school has been moved into the country to a farm near Ladysmith, Natal, where new buildings are well under process of construction and school work has begun. Brother U. Bender is in charge of the school. In a letter written early last spring, Elder W. B. White, president of the South African Union Conference, writes concerning the new school:

"I wish you could see our school farm at the present time. It surely is a picture. We have an abundance of rain this season, and the grazing is good and crops are doing well. We have about two hundred fifty acres of as fine corn as I have ever seen, and prospects are good for an excellent harvest. We have also large acreages of beans, peanuts, potatoes, and other produce, so it looks as if we would have something to eat in the school the coming year. We also have a nice herd of Frieslands that are

doing well in the milk and butter line; these will be a great help to the school. From what I hear I think we shall have a fair attendance this present year."

With these facts and figures before us we cannot but appeal to the more than five thousand students in our academies and colleges in North America, more than one thousand of whom are in college grades, to remember the needs of the five thousand students in foreign lands; and we trust that God may impress scores of our best-trained young men and women to dedicate their lives to foreign service.

We also call upon our young men and women at home or in business to fill the places left by the one thousand and more students leaving our schools each year, who enter various branches of Christian service.

### An Appeal from Overseas

ELDER C. H. PARKER, president of the Central Polynesian Conference, relates the following concerning the work and needs in Fiji:

"My last trip was very hard and wearing. At one place I baptized thirty, and at another forty. I baptized one hundred fifty-eight on the trip, and organized eighteen churches. There are others waiting for baptism, and there will be two more churches organized before conference, which will make twenty new churches for the year.

"At one of the places I visited, the entire population of the town, ninety-six persons, accepted the truth, and there are a number of other towns thinking seriously about it. In another province two large towns and half the population of another have decided to become Seventh-day Adventists, and other towns are contemplating doing the same. Our only lack now is Bibles and teachers. We could use one hundred teachers where we have one. We are reaching just as far as we can, and we are only touching our work with the tips of our fingers. I do not know how we are going to supply workers for all the calls."

# Using the Product of Our Schools

BY W. I. SMITH

THE question usually asked by the young man or young woman who is being urged to go to school is, "Will there be a place for me in the organized work when I have finished my course?" It is difficult for young people who are unacquainted with the many avenues of opportunity that are continually being opened, to realize that the diligent, earnest, God-fearing youth will surely find a position awaiting him at the end of his course.

In the beginnings of our denominational endeavor a small corps of workers was able to meet and cope with every emergency of the organized work, but as the years have passed, the work has grown almost beyond our ability to keep pace with it. As a result of this rapid growth, the great need of the present hour is for men and women properly trained for service. Our Department of Education tells us that one hundred fifty additional teachers are needed in the North American conferences. Plans have already been made which call for forty missionaries in the one mission field of China alone. In the endeavor to give of our best ministerial help to the foreign fields, the home base of supply has been

so exhausted that many conferences are left with only one or two ordained ministers. This situation pleads earnestly for recruits for the ministry. The publishing houses are calling for young people of editorial ability; the bookmen want leaders in the colporteur work; and the Missionary Volunteer Department is seeking everywhere for men of spiritual leadership among the young people.

For many years our schools have been doing their utmost to prepare young men and women to meet just such an emergency as now confronts us. Our records show that almost every student who has completed an advanced course of study in our schools is now actively engaged in the work, yet the demand for workers increases. More than twice as many young people as are now being prepared by our schools are urgently needed in the rapidly expanding work. The Lord is calling for a "great army" to quickly herald the last closing message. The great need for workers constitutes the clarion call for our young people everywhere to enlist themselves for training. The young man or woman rightly trained is assured a place in the Master's service.

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## Adventist World Issues: Relation of Our Educational Work to These Issues

*(Continued from page 254)*

the conservation of health and strength.

It calls for a great army of conscientious, well-trained literature workers for all classes, in all languages, and it has need of capable managers, accountants, and stenographers.

In short, this mighty movement calls for the best service of the entire membership of the church.

Not less than twelve thousand men and women are directly employed in our evangelistic and institutional work.

Among these are five hundred conference presidents, treasurers, and stenographers; six thousand preachers and licensed missionaries; one thousand employees in our printing plants; two thousand sanitarium and treatment-room workers; and two thousand teachers in our schools. To these must be added two thousand colporteurs, two thousand superintendents and secretaries of our Sabbath schools, and not less than fifteen thousand teachers in these schools. All these workers and helpers in various lines must have had more or less preparation for efficiency in the service they are called to render.

To place, direct, and maintain this great body of workers in so many lines of work among all nations is a tremendous task. But that is not all; to this must be added the intellectual, physical, and spiritual preparation of every one of these workers. And a large part of this training for service must be done in our educational institutions.

The efficiency of the service rendered by these thousands of laborers depends very largely upon the instruction, discipline, and training they receive in our schools. Surely it is a great task that is laid upon these institutions, and it is a great responsibility that is assumed by those who consent to take the position

of teachers in these schools to which our youth are sent.

Viewed in the light of these considerations, how clear becomes the necessity for denominational Christian schools. Who could give our young people the true vision of duty but our enlightened Christian teachers? Who could train and prepare them for the specific work of this great cause except teachers who know the message and its objective?

To the young men and women, the flower of our denomination, we earnestly appeal, that they enter our schools and receive that training which will enable them to render an efficient service in the front ranks of our movement.

## Gather the Children

BY C. A. RUSSELL

AMONG the most solemn and heart-stirring appeals in all the Bible are the words of the prophet Joel spoken to those who are living when "the day of the Lord cometh," when "it is nigh at hand."

"Blow the trumpet in Zion, sanctify a fast, call a solemn assembly: gather the people, sanctify the congregation, assemble the elders, gather the children, and those that suck the breasts."

"Children are the heritage of the Lord." Precious heritage! The government knows no standard of values by which may be evaluated a human soul. "Would you know its worth? Go to Gethsemane." Ascend the hill of Calvary. Gather the children. "He who saves the children, saves the church."

Search the pages of history and you will find that every movement which has arisen, social, political, religious, which has lacked sufficient vitalizing power to hold to itself the rising generation, has gone down.

Our message must triumph; it cannot fail. The precious heritage God has given us in our army of children and youth must be conserved.

The world is bidding for just such

young men and young women as this movement produces. Clean, sturdy, dependable. And the world is willing to pay the price to secure them. Can we afford to accept the price?

As I have watched the child develop physically, mentally, spiritually under this God-given system of Christian education; as I have seen him advance from grade to grade through the church school; as I have beheld him buried in the watery grave, but raised to walk in newness of life; as I have followed him to the academy and noted his advancement; as I have traced him to the college and watched him develop into strong Christian young manhood; and as I have seen him a little later filling some important position of trust in the homeland or in the regions beyond, I have said again and again, "It pays! It pays a thousandfold!" Christian education is a success when judged by its fruitage.

The call, "Come out from among them, and be ye separate" applies to the children as well as to those older in years. Never was the call so imperative. The storm clouds gather. Night is coming. Where are your children?

## The Teachers' Reading Course, No. 9, for 1919-20

The following books are recommended for the Reading Course the ensuing school year:

**REQUIRED:**

"The School Manual," 191 pages, Educational Department, Pacific Press..... \$1.00

**SELECT TWO:**

1. "Education," 321 pages, Mrs. E. G. White, Pacific Press, ..... 1.00
2. "Teaching Children to Read," 240 pages, Paul Klapper, Appleton ..... 1.40
3. "Teaching District School," 265 pages, J. W. Dinsmore, American Book Co. .... 1.20
4. "Among Country Schools," O. J. Kern, Ginn & Co..... 1.25

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1911-1912 .....	218	1915-1916 .....	269
1912-1913 .....	243	1916-1917 .....	293
1913-1914 .....	254	1917-1918 .....	335
1914-1915 .....	270	1918-1919 .....	365

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