

CHURCH-SCHOOL NUMBER.

Price, 5 Cents.

# TRAINING SCHOOL ADVOCATE

MAY, 1899.



ART THOU THE TEACHER OF ISRAEL  
AND UNDERSTANDEST NOT  
THESE THINGS?

**BATTLE CREEK COLLEGE,**

Vol. 1.

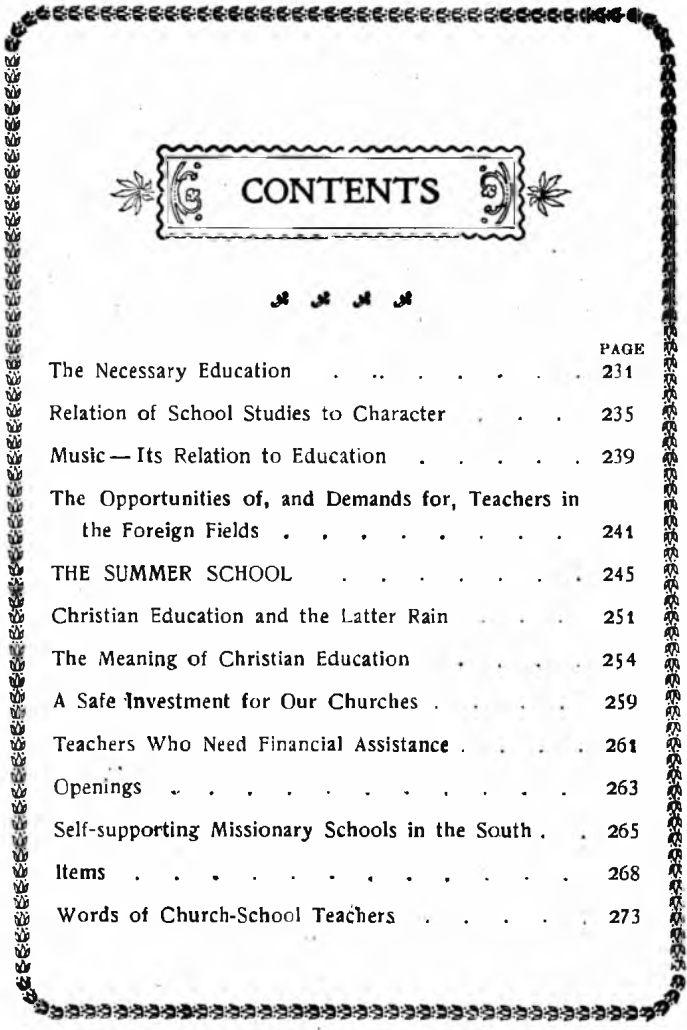
**BATTLE CREEK, MICH.  
ADVENTIST**


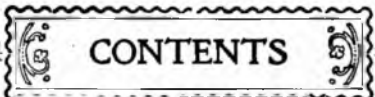

No. 5.

HERITAGE CENTER

James White Library

ANDREWS UNIVERSITY





	PAGE
The Necessary Education . . . . .	231
Relation of School Studies to Character . . . . .	235
Music — Its Relation to Education . . . . .	239
The Opportunities of, and Demands for, Teachers in the Foreign Fields . . . . .	241
THE SUMMER SCHOOL . . . . .	245
Christian Education and the Latter Rain . . . . .	251
The Meaning of Christian Education . . . . .	254
A Safe Investment for Our Churches . . . . .	259
Teachers Who Need Financial Assistance . . . . .	261
Openings . . . . .	263
Self-supporting Missionary Schools in the South . . . . .	265
Items . . . . .	268
Words of Church-School Teachers . . . . .	273

Let it be known to all  
teachers and students

That our efforts to supply  
your wants in the matter of

# Clothing, Hats, Caps, and Gents' Furnishings

For this coming year will  
surpass all our past efforts.  
Your money back for any  
articles not satisfactory.

Mr. PETTIS  
will always  
be pleased  
to see you.

August Kapp,  
At the Big Corner.

---

## Amberg & Murphy,

No. 5 East Main Street,

# "The Druggists,"



Solicit your wants, and invite your inspection  
of the largest and most complete stock in the  
city. Perfumes, soaps, toilet articles, brushes,  
combs, rubber goods, etc. Drugs, patent medi-  
cines, and chemicals, paints, and wall-paper.

PRICES AND GOODS RIGHT.



# The College Book Store,

In the College Business Office.



A full line of school books, religious and denominational works, stationery, etc. We keep in stock the celebrated Parker Jointless Fountain Pen. Call and examine.

---

**\$15**

**Buys**

**a**

**Fine**

**Suit.**

Made to order at the

---

---

**College**

**Tailoring**

**Department.**

---

---

You are coming to school?  
And you need a suit?  
Wait and purchase of us:  
We can save you money.

# THE ADVOCATE

*Devoted to the Interests of Battle Creek College,  
A Training-School for Christian Workers.*

VOL. I.

MAY, 1899.

No. 5.

## THE NECESSARY EDUCATION.

Extracts from a Recent Testimony.

“THERE is far less earnest, whole-souled study of the truth as it is in Jesus than there should be. There should be connected with our school, those who are strong-minded and whole-souled Christians, who receive and believe in Christ as the Alpha and Omega. . . .

“When students refuse to make the Word of God their study, and take as their instructors books written by infidels, Satan is close by, to make his impression on their mind. Every one who allows himself to have respect for infidel authors is in danger. Why?—Because he sees not God, and with all his educators he does not see Jesus Christ as the teacher sent by God. He does not look upon him as the bread sent down from heaven, of which he must eat, and therefore his experience is not composed of that which makes him one with Christ.

“The Bible is a treasure house of knowledge, and all who make this book their study, sinking the shaft deep into the mine of truth, will exclaim, ‘I behold wondrous things out of thy word.’ The incarnation of Christ is but dimly appreciated by many students who have studied long in our schools. This subject should be and will be better understood by all who in truth love Truth, and walk in the way of the Lord. The experimental knowledge of this is as essential to sanctify daily as to redeem.

“Light has been given you in clear lines in regard to the mistakes made in the education of teachers. The education which teachers might gain many regard as non-essential. They do not gain a knowledge of practical life, a knowledge of how to work as well as of how to study. This mistake must not be allowed to influence the youth who attend the school we are trying to establish.

“Many look upon the study of books as the principal purpose of their scholastic life. They know very little of practical business management, and are therefore one-sided. . . .

“If the students had developed brain, bone, and muscle harmoniously, they could have studied better. But many students have followed their own idea as to what constitutes education, and, therefore, they have not placed themselves where their determination was to be self-made men and women. Many have failed

because they have not reasoned from cause to effect. They are contented to be carried rather than work their own way. And many follow their example. . . .

“ Nothing can elevate man, nothing can make him pure and keep him pure, but believing in and practising the truth. He must eat the flesh, and drink the blood of the Son of God. This is the lesson all should learn. They should see that to be sanctified means more than to have a theoretical knowledge of the truth. They must have living faith. They must do more than denounce wrong in others ; they must fight it in themselves. They must be whole-souled Christians, possessing the earnestness and living energy derived from Christ. . . .

“ Many go from our schools with some knowledge, but without that all-round harmonious character that would enable them to be teacher or principal.

“ The principles of true education, that will fit students to be practical business men, have been very poorly carried out. This class of education is needed in all our missionary enterprises ; and if the teachers in our schools did their duty according to the ‘ It is written,’ they would send forth from school men of moral worth, men who would know how to take hold of the work in a new field, and use brain, bone, and muscle,—making a harmonious whole.

“ Many who have been educated in our schools are hoodless. They do a little somewhere else, but they

show they have not been educated for practical work. Students should remember that the first interest is to make themselves practical, all-round, useful men and women, who in an emergency can do the work necessary to be done. When students are given this kind of education, it will not be necessary to spend money to transport men thousands of miles to plan schools, meeting-houses, and colleges. Students should be encouraged to combine mental and physical labor. The physical powers should be developed in proportion to the mental faculties. This is essential for an all-round education. They will then be at home in any place. They should be prepared to teach others how to build, how to cultivate the soil. A man may have a brilliant mind, he may be quick to catch ideas; but this is of little value to him and to others if he has no knowledge of practical work, if he does not know how to put his ideas into execution. Such a one is only half educated.

“A teacher who has an intelligent knowledge of the best, and who can not only teach the theory, but can show by example how things should be done, will never be a drug in the market. Young men should not always be as servants, who must be told what to do, and who, when one job is done, have no perception to look around, and see what more needs to be done. They should look the situation squarely in the face, saying, This will not do. Unless I learn how to work,



how to manage difficult problems, how to wrestle with difficult problems, I will be of no practical value. I must and will rise. I will mount from the lowest to the highest round of the ladder. He who manifests this determination will make a trustworthy worker; for his aim is to advance in knowledge and increase in understanding. He can be depended upon as thoughtful and caretaking. . . .”

---

## RELATION OF SCHOOL STUDIES TO CHARACTER.

E. D. KIRBY.

WHAT are proper school studies, and what is their relation to character? These questions have been answered by the world's great Teacher: "Ye shall know the truth, and the truth shall make you free." Whatever one devotes his time to while in school with a view to learning it, is a study; he who thus studies is a student; and the object should be to make free,—free from ignorance and sin.

Then truth should be studied — "the whole truth, and nothing but the truth." But what is truth, and where shall we find it? "I am . . . the truth." He is truth. In studying him, how broad shall be our field of study? Where shall we find him? It is he that is "heir of all things, by whom also he [God]

made the worlds; who, being the brightness of his glory, and the express image of his person, and upholding all things by the word of his power, when he had by himself purged our sins, sat down on the right hand of the majesty on high."

Such study includes "all things," but these studied in such a way as to reveal their author and upholder; it includes all time,—the past, the present, and the future,—but time in its relation to the origin of things, the causes that govern their present phenomena, and their future dissolution or renovation. And the unity that runs through all things and all time is the "Truth."

Not only should the truth be studied, but the truth as told in a truthful way; *i. e.*, the truth about the truth. The world around us is full of things to arouse the interest, and stimulate thought and investigation. But such thought and investigation, if disconnected from Christ, give rise to "science falsely so called." It may lead to exalting the creature above the Creator, whether the creature be "the laws of nature" by which God is relegated to the realm of myth and superstition, or the author whose opinions are more up-to-date than the statements of revelation. The invisible things of God may be known by the things that are created and made. The Truth may be found in the natural world, but if this is to be so, the natural world must be studied as a revelation of the Truth. Nature then is proper study, because it is one revelation of truth.

Man is naturally included in the "all things." But more specifically, "in him we live and move and have our being," "he hath determined the times before appointed and the bounds of their habitation," "he has purged us from our sins;" so that in rightly studying man the Truth is studied,—in history, in government, in the laws of our physical and spiritual life. Again, remembering the great commission, "Go ye into all the world and teach," makes the study of language a proper study, if it is studied with the purpose of teaching truth to others.

If then God's works, his word, and man in his origin, past history, present relations, the laws of his being, his language, and future destiny are legitimate studies, are there left subjects that are not profitable? If any subject is so studied that it teaches truth, that it recognizes Christ and God as the ultimate source of "every good and perfect gift," the source of all power and wisdom and life, is it not a subject worthy of study? If I am a student in school, how shall I decide between the claims of different subjects? This leads to a third qualification of what is to be to me a proper study.

The thing studied should not only be truth, and told in a truthful manner, but should also be *present* truth. It should concern me as an individual, and my duties and my work. To illustrate: the Jews of Christ's time honored as teachers sent of God the prophets

whom their fathers had slain; but Christ, with the work and the message for their own time, they rejected and slew. In the same way we may so busy ourselves with that which has no duty or responsibility in it for us, that the present message and present truth for us is neglected or rejected.

In estimating, then, the value of a given study to me, shall I not ask:—

1. Is it truth?
2. Does it tell only the truth about the truth?
3. Is it present truth for me?

Not only will such a test exclude the speculative, imaginative, and skeptical, but it will bring into one's life the habit of loving the real and also of devoting one's time to the accomplishment of some definite, useful end. And especially should the study of truth lead to its living embodiment in the student. "Ye are his epistles, known and read of all men." How can truth be more powerfully preached than by showing in one's own life its power? Can we honor the principles of health reform with sickly bodies? Can we show the power of Christ to save from sin while constantly falling under temptation, or can we show our desire to minister rather than to be ministered unto unless we plan at least to be self-supporting by our hands, instead of working harder to live without work than we should have to work for an honest livelihood? In short, any sort of education is defective that does not

educate to *live* in harmony with truth. The idler is a living lie. His life says that one may live without working. The Bible says that "he that will not work shall not eat." The drunkard, the glutton, the infidel, the murderer, and likewise all sinners live lies—are living lies. "By beholding we are changed." By beholding Christ and becoming changed into his likeness, what is it but to behold the truth and become changed, body, mind, and soul, into truth?

---

## MUSIC—ITS RELATION TO EDUCATION.

PROF. EDWIN BARNES.

IN order to understand the relation of music to real education, it will be necessary to speak of both.

The effect of true education should be to enlarge our sympathies, broaden our ideas of God, create a larger appreciation of the things created around us and of one another.

The apostle Paul had in mind the true principles of education when he said, Whatsoever things are honest, just, pure, lovely, think on these things. By thinking, meditating, and giving expression to these principles, we become like them. The student whose soul is stirred with love for humanity, and gives expression to these emotions by lending a helping hand, to my mind is progressing faster along the road of true education

than one who is studying some fact soon to be forgotten. The effect on one is transient ; on the other, eternal.

Music expresses all the elements of higher education,—hope, confidence, peace, joy, love. What is life without these? By giving expression to these sentiments of hope and aspiration, there is a development from just the same principle as “by beholding we become changed,” only the thought contained in the words in connection with sacred music is vitalized by the same spirit in the music.

There is not only spiritual health in singing, but physical as well. All physicians tell us what a blessing to health is correct breathing,—the basis of good singing. Hospitals in the Old World have been formed with this as their sole remedy. When the body is thrilled through and through with vitalized spiritual singing, is there not a healing to the body as well as a development to the soul?

The study of sacred music makes us more susceptible to our relations to everything around us ; it quickens our perception of rhythm, upon which the universe depends ; we can see its effect from the gentle heart-beats of a child to the great heavens above, which declare the glory of God.

I think if the importance of this subject was fully appreciated, it would occupy at least as large a place as any other study in our schools, and our people

would become noted for the spirit of praise and worship manifested in their singing of sacred music.

---

## THE OPPORTUNITIES OF, AND DEMAND FOR, TEACHERS IN THE FOREIGN FIELDS.

ELDER. R. W. MUNSON.

JESUS of Nazareth was pre-eminently the great Teacher, and he is the perfect model for all ages and all lands. There is no part of God's great field where teachers can accomplish so much for him as in the foreign field. This is true of both schools of letters and schools of industry.

In different countries the specific nature of the demand for education varies, but the need is universally felt. It is a serious mistake to suppose that the Chinaman or Hindu is by virtue of his being an idolater, an ignoramus. These races are just as liberally endowed mentally as is our race, and the Indian universities graduate some remarkably intelligent scholars.

It was my fortune to become a teacher before entering college and after reaching the mission field. For several years I was principal of the Anglo-Chinese school at Singapore, an institution of the high-school grade. We had a staff of eight, and part of the time

ten teachers, and nearly five hundred pupils. My experience and observation led me to the following conclusions:—

1. There is no place in the great work of gathering out a people for our coming King where greater *opportunities* are presented than in the foreign missionary field.

The teacher has the best material to work upon, the bright young minds made ready by the Creator's hand. Impressions made in childhood never fade; there are no prejudices to overcome; the children there as here are naturally confiding; they love to hear the gospel stories, and repeat them at home; they love our Christian songs, and sing them for their parents; the parents often take pride in having their children taught by the foreign teacher; parents never interfere with the teacher's work. I might mention some of the advantages in many parts of the East in making the schools self-supporting. In India, the Straits Settlements, Netherlands India, and Hongkong, these schools are *wholly* self-supporting, particularly those for Chinese.

To illustrate the opportunities: I sent to England for a young man to teach who would devote his life to missionary work. He came, but soon began to chafe and murmur under what he styled the drudgery of "secular" school work. He wanted to be preaching the gospel. I called his attention to the fact that he had the best possible field right among his pupils, and he



did not need to wait to learn a foreign tongue to begin, either. It seems not to have occurred to him, and he began in real earnest to work for the salvation of his boys ; and he had such success, and became so attached to them, that when he was needed to take charge of a mission away up in the heart of the peninsula, he did not want to go, although it was the very work he had wanted to do when he first came. He actually wept because he had to leave his Chinese boys. He has now for years been accomplishing a noble work in a Chinese and Malay community, and a part of his best work is a school for boys. What I have said of schools where the common branches are taught is equally true of industrial schools. Native boys must be instructed so as to prepare them for self-support when they form homes of their own ; and the carpenter or shoemaker or tailor who teaches them how to do such work honestly and conscientiously, will find peculiar joy, for he is rendering, if possible, a more important service than the teacher of letters.

In regard to self-support, I will only say that in many parts of the world, if not in all, the teacher may make himself self-supporting by his work. Good teachers are hard to find even here, but there their price is above rubies, and they can secure a good income.

9. I would emphasize the dire *need* of reapers, and particularly of consecrated, talented, well-trained teachers. Here, every child knows enough about the

gospel to bring the heathen, if they possessed it, into the kingdom. There the great majority know *nothing* of the way of life, and perish for lack of knowledge. Your influence will be multiplied many times by going out into the ripened and fast-perishing harvests. The Lord calls, "Whom shall I send, and who will go for us?" Will you, dear reader, respond as did Isaiah, "Here am I, send me?"

---

"A NAMELESS man, amid a crowd that thronged the daily mart,  
Let fall a word of hope and love, unstudied from the heart:  
A whisper on the tumult thrown a transitory breath —  
It raised a brother from the dust; it saved a soul from death,  
O germ! O fount! O word of love! O thought at random cast!  
Ye were but little at the first, but mighty at the last."



# THE SUMMER SCHOOL

*Opens June 28, 1899.*

Men of thought, be up and stirring,

Night and day !

Sow the seed, withdraw the curtain,

Clear the way !

Men of action, aid and cheer them

As ye may.

There 's a fount about to stream,

There 's a light about to beam,

There 's a flower about to blow,

There 's a midnight blackness changing

Into gray.

Men of thought and men of action,

Clear the way !

— *Selected.*

**OBJECT.**— The year 1899 has been one of steady progress for the educational work. The steps taken in the establishment of church schools have resulted in the spiritual growth of many churches. The blessing of God has attended the work, and he has set his seal upon the move by sending repeated messages concerning the training of the children.

The work has been started upon such a firm basis that its overthrow would be impossible ; the danger to be met is that of compromise. So pressing is the need of teachers that the tendency is for the churches to put those in charge of the children who have but faint ideas

concerning the real meaning of Christian education. Sympathy with the principles is insufficient qualification for such work. Thorough conversion to the truth of the gospel plan of education must come first, then some training should be taken to prepare to make the Scriptures the basis of all educational effort. To meet this need Battle Creek College opens its doors to the young people who desire to enter church-school work.

**SUBJECTS.**—The spring term of the college year is giving work preparatory to the course offered during the Institute. Experience in the various fields to be entered proves the need of a practical education on the part of a church-school teacher. There will therefore be a brief course of instruction given in healthful dress-making, hygienic cooking, simple treatments for the sick, basket sloyd and carpentry, vocal culture, and the fundamental principles of drawing. To this is added instruction in the theory and practise of teaching, making the Bible the basis of the common branches, and lectures on the principles of Christian education and the history of education.

**THE PLAN.**—In order to make the work of the most practical nature a class of children will be received for instruction in the common branches. Especially will the work in nature study be adapted to their needs, and the Lord's plan of making the study of human life the center of all science work will be put to the test. Language, mathematics, free-hand drawing and coloring,

together with lessons in reading and spelling, will be correlated with the science study.

The difficulties of discipline, which are solved when there is self-control on the part of the teacher and plenty of interesting work for the children, will be thoroughly tested by those who wish to have the oversight of a school.

WHO SHOULD COME.—The institute offers work especially adapted to young people who are sufficiently well educated to pass an examination for a *second-grade certificate*. To such only can the College guarantee a position in the fall, provided they have done satisfactory work while under the instruction of the faculty. Those desiring to attend who have not these qualifications should make previous arrangement with the College, and should clearly understand that the institution is in no way pledged to furnish positions. Only the choicest material should be used in the school-room, hence thorough devotion to educational principles and a determination to bend every energy to the furtherance of this work should characterize each student. The school is in the strictest sense a training ground for Christian workers. The prevailing thought will be our dependence upon God and his promise of wisdom to those who ask in faith.

AN OFFER.—A work of untold worth is this educational move. Young people are now called to decide upon truths; to accept principles having as much

weight as those which swayed the great reformers. It is no small thing for a young man or woman to covenant with the Lord to enter the field as a Christian teacher, and all should receive the most substantial encouragement from their home churches. Many who wish to prepare to teach have not the necessary means. The churches have received word that they should have a constant fund from which to draw in such cases. Not long ago the complaint was frequently heard that workers when educated by the church were sent into some foreign fields, and the home church received no benefit. Be this selfish or not, matters little. THE TIME IS HERE WHEN, IF YOU AS A CHURCH, WILL SUPPORT ONE PROPERLY QUALIFIED PERSON WHILE ATTENDING THE SUMMER SCHOOL, THE COLLEGE WILL RETURN THAT PERSON TO YOU AS A TEACHER, AND FOR EVERY ONE THUS RETURNED WILL PLACE AN ADDITIONAL WORKER IN YOUR CONFERENCE. IS THIS WORTH MAKING AN EFFORT TO OBTAIN?

EXPENSES.—The work of the College is so arranged that students can live economically while attending the summer school. Meals are served on the European plan, and table board costs one living in the dormitory from \$1.25 to \$1.50 a week. All home privileges including a room in the dormitory cost \$5.50 a month, and is on the basis that two occupy the same room.

Since the meals are served at the cost of the food, the running expenses of the service are paid from room

rent. Students may in special cases and with the consent of the faculty, take rooms away from the Home, and procure meals at the College dining hall, but the price of board under these circumstances is increased one third.

An entrance fee of \$12 will be charged. This admits the student to all general lines of work offered during the Institute. Instrumental music or other private lessons will necessitate extra expense. For one-half term, the tuition will be \$7 in advance.

The school lasts but ten weeks, and the work will be of such a nature that all should be here for the opening and remain until the close. Provided you can not enter June 28, you are requested to write, making arrangements beforehand.

Students desiring to reduce their expenses by work should make special arrangements by correspondence.

**GENERAL INFORMATION.**—The College building is reached by hack or street-cars. Students reaching Battle Creek in the night will find it to their advantage to send notice of the time a few days before.

Each student is expected to provide his own bed linen, bed spread, towels, table scarf, soap, napkins, rugs, etc.

Text-books in the sciences and common branches may prove useful for reference. Denominational books will be in general use.

The question of discipline requires but brief notice, since the students of the summer school are men and

women preparing for mission fields. Self-control and Christian principles will be the test. It is unnecessary to say that students of this character will cheerfully comply with such regulations as go to make a pleasant home and profitable study.

---

### EXTRACTS.

“THE youth should be educated in their own churches.”

“Let the church carry a burden for the lambs of the flock in its locality, and see how many can be educated and trained to do service for God.”

“Establish schools for children where there are churches.”

“A school should be established if there are no more than six children to attend.”

“If parents are not able to send their children to school, let them hire an exemplary, religious teacher.”

“In America you can build three schoolhouses cheaper than we can build one in this country [Australia].” “If people would encourage the church in which they are members to establish small, humble school buildings, in which to do service for God, they would accommodate their own children within their borders.”

“The schoolroom is needed just as much as the church building.”



CHRISTIAN EDUCATION AND THE LATTER  
RAIN.

EVERY earnest Christian is conscious that he is living in the time when the Holy Spirit should be given in fulness to God's people. All heaven is intensely interested and is watching those who have been called to give the message, "Come out of her, my people." Those who now compose the remnant church are on trial; the last opportunity has come to purchase the golden oil which will give a light in our lamps so strong and clear that the whole earth will be filled with its rays. Every true Seventh-day Adventist is praying for this power that he may have a part in proclaiming the everlasting gospel which will soon be told with infinite power and clearness for the last time to the people of this world.

Before the latter rain can be received by an individual, the principles of Christian living must be seen, received, and implicitly obeyed. The Spirit of God is now the teacher to guide into all truth. When one has accepted all truth, then, and only then, can the latter rain be received. Then the reason the latter rain can not come now in its fulness is because those in the remnant church who ought to receive it first have not those thoughts in heart and mind which will elevate the honest who are waiting for the last message.

The latter rain is the Holy Spirit given in fulness to

those whose thoughts are right; to those who have accepted the entire truth, and live it. We have the privilege of receiving or rejecting it. Its reception gives power to do what we have longed in our weakness to see accomplished. It does not change our lives or ideas, but puts heart-convicting, soul-piercing energy into our words. It is the completion of the work in perfection that God in his infinite mercy has allowed us to commence in our imperfection.

Before we can enjoy this grand experience, our hearts and minds must be converted. This changing process is accomplished by the daily education we are receiving. Then the reason the latter rain has not come is because our education has been faulty. To remedy this defect of the past, the church schools have been established to perfect character in the children. That this is necessary in the latter days Joel tells us. We are urged to weep between the porch and the altar, and call upon God to spare his people until the children can be gathered in; "and it shall come to pass afterward, that I will pour out my Spirit on all flesh, and your sons and your daughters shall prophesy, . . . your young men shall see visions." Then will have been re-established the schools of the prophets.

There are many points which we as educators must embody in our instruction before we reach the standard before us. Farming according to the Bible plan is now present truth, and its acceptance and practise will add

greatly to the blessing of character building. Materially, also, it will bring a blessing, for "I will send you corn and oil, and ye shall be satisfied therewith; and I will no more make you a reproach among the heathen." "Be not afraid, ye beasts of the field: for the pastures of the wilderness do spring, for the tree beareth her fruit, the fig tree and the vine do yield their strength." Joel 2:19, 22.

Debt, which encumbers so many, is a trace of sin, and before the fulness of the showers, there must be a knowledge of economy and the proper expenditure of means which is to day sadly lacking. When the heart's treasure is in heaven, and in reality we are holding means as a loan from the bank of heaven, expenses will be regulated according to the instruction of the owner. When children are taught these things, and fathers and mothers assist in carrying them out, there will be a people to whom means will be entrusted.

If there ever was a time when strength of body was needed, it is when the closing message is carried by the loud cry. The seal of God can be placed only upon the physically perfect, and toward this end health reform is carrying God's people. Into the hearts of the children these principles must be instilled, to become as the foundation stones in the temple of the Holy Spirit.

The trial is now ours. We are made a spectacle unto men and also to angels. To prove true reveals

the power of God to the universe ; to fail necessitates the bringing in of others to fill places which it is our privilege to occupy.

Let us hasten in this matter of the education of our children. We are often inclined to censure others for not accepting at first sight truth connected with the Sabbath which lies very close to our hearts. Watch unto prayer, lest, while condemning others on one point, the thing most needed to bring the power of the Spirit, without which all other moves are lifeless—the principles of Christian education—be passed unheeded or but slightly touched. Every church needs the blessing ; every church should have its own school. “To-day if ye will hear his voice, **harden not your hearts.**”

---

## THE MEANING OF CHRISTIAN EDUCATION.

IN the minds of many there is no distinct idea of the fundamental principles of Christian education. They understand but faintly the meaning of the expression, and when using it themselves, are in doubt as to its full significance. It is time for the subject to be fully comprehended, or at least to appeal definitely to the minds of those whose hearts respond to the love of God.

Looking over the world, we find that sin has reversed the order of many things. Often those operations which we consider natural, because of long

acquaintance with them and the ignorance of all others, are the very opposite of the original working of nature. We look upon rain as the natural method of watering the earth, but years passed before man ever saw a rain-drop. Clouds, to us, bring relief from heat, but once no clouds marred the beauty of the ethereal blue. Originally the precious metals lay on the surface of the earth; now men think it quite natural that they should be found beneath mountains of rock.

Once fathers and mothers were the only human teachers for their children; but to-day the mother who does not hurry her four-year-old flaxen-head to the kindergarten is considered unnatural and not up to the times in her ideas. Once God and his works formed the center of thought and mental progress, but to-day our sons and daughters consider it quite the natural thing to make the study of spiritual matters decidedly secondary.

To the young of this age God is again offering his system of education, and it as far exceeds the one now in practise as his ways always excel man's ways. The world has developed a system of instruction befitting its needs. Sparta wanted soldiers, and she educated with that end in view; Athens wanted athletes, and she educated accordingly. America wanted freedom of government, and her system reflected the public mind. Citizens were needed who would be loyal to public sentiment; the public schools responded to

these ideas. But when all thought of republicanism and Protestantism were lost, then what about the image reflected by the public schools? Draw your own conclusion. It is at this juncture that God is preparing a people for his soon-coming kingdom. The citizens of that government need a different training to fit them for active service. Where shall it be obtained?

First, in the home. Mothers should be the only teachers of their children until they reach the age of eight or ten. Are you mothers too busy? On your knees and before your Bible find the cause. Are you ignorant of truth and science? Then the promise of wisdom is to you, provided you rightly relate yourself to the whole subject. Here then lies the first and greatest argument for Christian education. The fathers, mothers, and children will become learners around one common study table. The hearts of the one will be turned to the other, and a long step will be taken toward hastening that kingdom.

Second, in the church school. With the study of God's word as the basis of the common branches; with a contemplation of his revealed will in nature, the children will form characters that will hasten his coming. The one question to decide is, In which kingdom do you wish to prepare to hold your citizenship? This does not mean that you are to antagonize the public schools; but if they do not offer the necessary education, provide educators who will.

To the young people who are now hesitating, scarcely knowing in which direction the path of duty lies, the words in Lam. 3 : 27, 28 are spoken.

There have been years in the past when young men and women could reach the age of maturity without being called to take a decisive position on any great question ; when they could follow in the footsteps of fathers and mothers with a fair assurance that all was right. But that time is past, and to-day those who have thrown their influence on the side of truth may settle their destiny by the decision they make on the educational question.

It has always been best for the church to educate its children. Had Protestants done this in the true sense, the cause would have been in far less danger of decay. But true as that is, the time has been reached when, for the salvation of children of Sabbath-keeping parents, it is imperative that these children be put under strictly Christian influence. The time of trouble is not far in the future. Then men must stand by naked faith on the promises of God. Children naturally have strong faith, and our Saviour is giving to his people a truth on the educational question which is destined to prepare the 144,000. He has said that many of the older men, and the feeble, will be laid to rest, and that the hardships of the last days must be borne by the rising generation. Christian education is the means of developing the needed character. Let us rally round the Lord, and lift high the banner of truth.

## HAS YOUR CHURCH A TRAINED TEACHER?

THE Lord has sent a letter to your church, a personal letter to every member. In that letter he says your church should have a school for the lambs of the flock. The numbers need not be large, but if you are keeping pace with the swiftly moving third angel's message, you will not want to pass through another year without a school. If no interest is manifested, you, as a faithful watchman, should sound an alarm, lest the blood of perishing children, careless parents, and selfish church-members should rest upon you. Can a Seventh-day Adventist family hope to receive the latter rain while the children are receiving a worldly education? Without delay select your teacher for next year. Obedience brings a blessing.

The entire church should co-operate in this. Begin now to plan for the school next fall, and money will come as soon as there is a living, sacrificing desire to have a trained teacher, proper equipments, and a place for the school. Say, "We are well able to do this." Life will begin to come into the sickly, paralyzed members of the body when this is done, and never before, because "the work that lies next to our church-members is to become interested in our youth."

We appeal to mothers; God will bless you if you will move forward. He has said that the children



should be educated ; believe him, and act now before it is too late, for "all schools among us will soon be closed."

---

## A SAFE INVESTMENT FOR OUR CHURCHES.

THE frightful tension of all the affairs of the world plainly tells the student of prophecy and thoughtful men of the world that a storm is about to sweep over the earth, leaving complete desolation behind. The worldly philosophers hope that ideal governments and institutions will spring out of the ruins ; that all the poor will be rich, and that abundance will be enjoyed with but little labor. The Christian is not deceived, however, knowing well that the end of all earthly kingdoms is near, and that the gold and silver of the covetous will be cast into the streets.

Wise men, foreseeing danger to their treasures, endeavor to transfer them to a place of safety. We see the end, and are receiving the last invitation to invest a portion of our farms and other property in souls so priceless that they were bought with the precious blood of Christ.

One of the very best investments that can now be made is to place money where it can be used to educate teachers who will instruct our children to become missionaries. The Lord has asked us to do this. "There are among us persons of ability who might be

of good service in the cause were they but looked after and encouraged. When any of these are too poor to obtain the advantages of the College, the churches should feel it a privilege to defray their expenses. The youth should have it plainly set before them that so far as possible they must work to meet their expenses. . . . But the churches in different fields should feel that a solemn responsibility rests upon them in regard to training youth and educating older persons to engage in missionary effort. When they see any among them who give promise of making useful workers, but who are not able to educate themselves, they should take the responsibility of sending them to the College to be instructed and developed."

"One dollar now is of more value to the work than ten dollars will be at some future period." "If there are some who can not give personal effort in missionary work, let them live economically, and give of their earnings. Thus they can contribute money to send papers and books to those who have not the light of truth; they can help pay the expenses of students who are fitting for missionary work. Let every dollar that you can spare be invested in the bank of heaven."

"Could our brethren remember that God can bless twenty acres of land, and make them as productive as a hundred, they would not continue to bury themselves up in lands, but would let the means flow into God's treasury." "Do not trust your feelings, and give when

you feel like it, and withhold when you do not feel like it. Give regularly, either ten, twenty, or fifty cents a week, as you would like to see upon the heavenly record in the day of God."

Will those who read these words see that the attention of the brethren and sisters is called to these truths? If the mind of God is met, a blessing will be poured out upon the church. Cheerful obedience will open the channels of wealth. With prayer seek out worthy young people, and do with them what the Lord has said; then, and only then, are we keeping his commandments.

---

## TEACHERS WHO NEED FINANCIAL ASSISTANCE.

THE duty of the church to assist worthy young people in obtaining an education has been referred to in other articles in the *ADVOCATE*. These principles are not man's ideas, but God's instruction. However, a few words to those who desire to work for the Lord, but who have not the necessary means to obtain a training, may be timely.

The church, you will notice, is exhorted to assist *worthy* people. The question must be settled as to your worthiness. If you are, and the church is, in the light, the Lord's instruction will be heeded. You are not to urge your own case with the church, but plead

with God for heart conversion, and he will work through some one to help you. The first thing to do is to consecrate yourself wholly to the work. Let everything go that has been hindering you; obey every truth that you have seen. If you have been weak on health reform, take a strong stand, and gain a victory over appetite. If you have been in the habit of spending all the money you could get in dressing contrary to the Lord's wish as expressed in the Testimonies, stop at once. If you do not know what the Lord has said on this subject, do not rest until you have informed yourself. If your nickels and dimes have been slipping away for useless things, remember that God sees that larger amounts will go in like manner. If you have in the past indulged yourself in every luxury possible, reform. Show that you are in earnest by disposing of everything that is not absolutely necessary. Think of the bicycles, jewelry, expensive watches, etc., that will go when this is done. Think of the money otherwise spent at the soda fountains, ice-cream parlors, picnics, excursions, and in numerous other ways, which might be saved. If you do right, God will send his angels to do the rest.

If God wants you to attend the summer school, and you are living near enough to him to know his mind, then have faith that you are coming, and plan accordingly. A Christian teacher must know how to walk by faith. Remember that it is God who gives us power

to get wealth that we may spread the gospel. Deut. 8:18. Talk and act as if you are coming. One step at a time is sufficient for the Christian; he moves forward not knowing just where his foot will rest; mountains of difficulties are tossed aside, oceans of trouble become solid rock to the feet of one who has the faith of a grain of mustard seed. The unbeliever must see his way clear before he will move. Without faith it is impossible to please God. "This is the victory that overcometh the world, even our faith."

---

## OPENINGS.

To be true, it is not the highest display of faith to ask before taking a line of instruction, whether or not there is a position in view, nevertheless correspondence with young people develops the fact that in more than one instance this is the case.

In the question of church schools, however, one does not have to take the training in hopes something will develop a position by the time he is through. Ministers and conference workers are writing to engage teachers for next fall, and express a desire to have a school in every church. One church which has had a school since the holidays has re-elected the young man for next year, and has written requesting that their pleasure receive due consideration.

State schools are opening, and strong, competent teachers are wanted in every one.

The Southern field, like a flower in the morning sun, has thrown open its portals, inviting us to occupy. A site has been chosen for the establishment of a training-school for workers among the colored people, and a man and his wife are in readiness to go. This means that many young people will be needed in the near future for the South, as it is to be honey-combed with schools. Large central schools will not accomplish the desired end; the plan is to have a man and his wife look after the industrial work, and with them associate a teacher who will work in harmony. These dark minds will respond to the light of the gospel revealed in God's Word and in nature. The teachers for the South must be so overflowing with a spirit of love, that a jostle against discordant natures will reveal the hidden fulness of the soul.

Miss Patchen asks for a worker to be sent to Juniata, Ala., at once, the specification being that the young man be able to do anything, from conducting services to building a fence.

The West Indies lie at our door. The late war has broken down otherwise almost insurmountable barriers, and here the industrial worker and church-school teacher must go together.

Time and space fail of telling of the numerous calls for consecrated godly young men and women.

## SELF-SUPPORTING MISSIONARY SCHOOLS IN THE SOUTH.

ONE excellent feature of Christian education is its ability to meet people where they are. The ideal location for a school is in the country, surrounded with pleasing sights, free from the evils of the city. Our city schools should constantly encourage their patrons to move into rural districts.

The Lord has laid the burden of the Southern work upon a number of our students. They believe that they should help the people by bringing to them the principles of Christian education. This must be done principally by teaching them the Bible and common branches, health reform, Christian help work, cooking, farming, etc.

We intend to accomplish this object by locating farmers and their families in a neighborhood, not as recognized missionaries, but as they are in truth, settlers who have come to live with the people. A small piece of land will be purchased, on which it will be demonstrated that farming according to Bible methods will make twenty acres produce more than one hundred farmed after worldly methods. The home and farm will not be expensive, for land and building material are cheap. So small a farm will require little machinery. In a short time the neighbor-

hood should be thoroughly stirred over the results of Bible farming, healthful cookery, treatment of the sick, etc. The new neighbor and his wife will be called to give instruction along these lines. The people will learn that the Bible is made the rule of living even in matters pertaining to food, cooking, care of sick, dressing, farming, and finance, which they see are much superior to their ways. They will understand, too, that the Bible is the basis of all true education, and many will beg that their children be taught in this manner. This will open the way for a missionary teacher. The tuition and proceeds of the farm will render the effort self-supporting.

This plan will afford work for many Christian farmers who might not be called to teach school or enter the field as ministers. They will be instrumental in opening the way for teachers.

It will be necessary to have money to help some of these workers in the beginning. Our fathers entered new countries with but little, and were able to live and make money. How much more should a missionary enter a new field, and support himself, and have much time left for labor among his neighbors! The windows of heaven will be opened, and its treasures will be poured upon such workers. These will not draw salaries, but will support themselves. This is a new departure in missionary work. Will you help start it?

We wish to correspond with all who have an interest



in this field. No one should think of going who can barely exist in the North, neither is it a place for half-hearted Christians. It is a hard field, but a rich, undeveloped one. Those who would deem it a privilege to assist in starting this grand work may do so.

---

## TO LIQUIDATE THE COLLEGE DEBT.

### In promissory notes —

By students.....	\$ 986.00
By teachers.....	4,200.00
Cash.....	25.00
Interest refunded by Review and Herald.....	17,000.00
Nellie A. Patchen.....	5.00
Misses Wikoff.....	2.00
A friend in Illinois.....	1.00
M. M. Osborne.....	1.20
A friend.....	5.00
A friend in England.....	9.80
Mrs. Tabor Davies.....	9.50
Miss Ellis.....	71.78
H. E. Shelstad.....	100.00
<b>Total.....</b>	<b>\$22,416.28</b>

## ITEMS.

It is remarkable to note the interest which is being manifested in the summer school and the opening of new church schools next September. Elders and prominent men in various churches are writing to ascertain what can be done to insure instructors for the fall work. For years we have been advised to set aside means for the education of worthy young people. Money can now be profitably expended in this way, for you have the assurance that it will bring workers into your own conference.

---

The May number of the *ADVOCATE* should be placed in the hands of every young person within the walls of the Seventh-day Adventist churches, as its pages are devoted to the summer-school question. This work begins June 28. Will you see that a copy is sent to each one of your acquaintances?

---

Elder A. T. Jones is spending three recitation periods daily with those students who are preparing to enter the ministry or do other lines of general Bible work. His three classes are Daniel and Revelation, General Field Work, and Civil Government and Religion. The object in keeping a class of students together in this way, is that an opportunity is thus offered to give gen-

eral instruction in such needful branches as spelling, reading, writing, and simple composition. Many who are well advanced in some lines disgrace themselves if they write an article for the paper.

The students in the normal class are receiving similar drills.

---

**P** The June ADVOCATE will be the annual announcement for Battle Creek College. This should be in the hands of all persons interested in the subject of Christian education. Copies are sent to any address; twenty-five cents pays for a year's subscription to the paper. This will bring to you monthly, articles of interest on education.

---

Professors Sutherland and Magan visited Mississippi in the interest of a training-school for workers among the colored people. They met with unusual favor, not only on the part of the Sabbath-keepers, but the railroad officials as well. They are confident that God led in the selection of a site for the new institution, and that work will begin in the near future at Calmar, about eighty miles west of Jackson, on the Yazoo River. A visit to the South with a glimpse into the lives of the colored people intensifies the desire to do all in our power as a school to bring the light of the gospel to this benighted race, through the medium of Christian methods of education.

Professor Cady has accepted a call to the presidency of Healdsburg College, and left for his new field of labor the first week in May. While as a school and faculty we are loath to part with one of our number whose interests have been so closely interwoven with our own, and who has shared the blessings of the year with us, we are glad to know that California is taking a man who loves the principles of Christian education, and we congratulate our sister institution in its choice. We wish Professor Cady the best of success.

---

Dr. L. A. Reed, of Jacksonville, Ill., has taken the work laid down by Professor Cady. He has been interesting the astronomy class and students in nature study with the telescope a number of the clear spring evenings.

---

Several young married people have entered school recently, but there is room for many others. The opening Southern field and the new State schools are calling loudly for such workers.

A young man once talked with Christ, and when pointed to the commandments, his reply was, "All these have I kept from my youth up; what lack I yet?" The Lord's answer should be heeded to-day: "If thou wilt be perfect, go and sell that thou hast, . . . and come follow me."

The students of the College considered themselves very fortunate to have the privilege of listening to an account of work among the Japanese by Mrs. Brunson, who, with her husband, labored three years in that "missionaries' paradise."

---

Elder R. W. Munson, for ten years a teacher and minister in Singapore for the Southern Baptist denomination, addressed the students in a most interesting manner the morning of April 12, on his former mission field. He emphasized the need of teachers among the East Indians, and expressed a desire to have one or more accompany him on his return to that section of the world, next fall. We confidently expect the burden of this work will rest upon some one of our students.

---

The sensitiveness of students is a noticeable feature of the school work; not sensitive about what others say of them, for that is indicative of a dearth of spiritual life, but they are peculiarly sensitive to the movings of the Spirit of God. The restlessness which was creeping in with the early spring days received a summary rebuke by an inflow of the Spirit of God. The heavenly Watcher's presence was felt in a marked manner, and some excellent meetings were held about the middle of April. We find that the whole armor of God is needed to stand (Eph. 6:13), how much more to march forward.

Many of the readers of the *ADVOCATE* have an interest in the College farm, and will be glad to know that it is being cultivated according to Bible principles of agriculture, while the workers rest on the promises of God that the devourer shall be rebuked. Great care has been taken to prune correctly, to plow properly, to fertilize the soil by the rotation of crops, and to give the land the needed rest. When the instruction is carefully followed, workers have faith that God will fulfil his word. Are there not farmers' sons who should receive a training where faith is the prevailing sentiment?

---

## THE TRAINING-SCHOOL ADVOCATE

Published monthly by Battle Creek College,  
A Training-School for Christian Workers.

YEARLY SUBSCRIPTION, 25c.

Address correspondence to THE ADVOCATE,  
BATTLE CREEK COLLEGE,  
BATTLE CREEK, - - - - MICHIGAN.

WORDS AND WORKS OF CHURCH-SCHOOL  
TEACHERS.

THERE has been a beautiful spirit among the children of late. One little girl has asked to be baptized without mention being made by any one else. She was one of the most rebellious cases at the opening of the school, and was determined to leave. Her life now shows she is a changed girl. She once made the remark that she would rather serve Satan than God, because she could have more fun. Her younger sister of eight is developing a beautiful character. She is very conscientious about her eating, as she is indeed about everything. The home training is sadly deficient, and on that account I greatly fear for them both. Yet God is all-powerful, and I believe these little ones may be the means of a change in the home. I had begun to think I should not see many results from my labors this year, but I feel more than repaid for my hard work, when I know I am the means of bringing one lamb into the fold.

B. F. S., ——— ———, April 4, 1899.

---

Last Monday morning we held a consecration meeting in the school. All seemed to want to be sanctified by God's presence, and to have the school set apart for a holy use. All but two or three made a full surrender of themselves to God. There has been a different spirit in the school all the week.

You can not imagine how happy I am in understanding God's method of teaching more fully. The plan of using the Bible as the text-book, and other books for reference, seems so plain; and God is making it very effective as I follow the plan. In my language and the English work in general, I have almost entirely revolutionized my work. I have talked with a number of students about the new way, and they see it, and are anxious to fol-

low. Isn't it queer that it took me so long to see it? Not that I think that I see all that I ought to, nor all that I shall see; but I see the principle, and God is explaining the particulars as I need them.

The April number of the *ADVOCATE* came to-night. I did not lay it down until I had read it through. I enjoyed it ever so much. Any one number is worth the whole year's subscription price.

A. L. B., ——— ———, April, 1899.

---

I visited the ——— church March 15-19. One of the brethren very kindly offered me the use of his horse and buggy, and another, who was out of employment, offered his services as driver and guide. Thus I was able to visit the homes of those who had children of school age. Sabbath I had the privilege of speaking to the church upon Christian education. After the meeting I heard several of the brethren talking. One remarked that he never knew such things were in the Bible. Three of the young people accompanied me to the school.

I was loath to undertake another term, and only agreed to do so after seeing the great need of the people, and being made to feel something of their disappointment in not having a school.

[Later, the same teacher writes :—]

The citizens are deeply stirred over the school work. Many are anxious to have their children admitted. Mothers come and plead for a place for their children saying, "My children can not know too much about the Bible." "If God be for us, who can be against us?"

M. P., ——— ———, March, 1899.

---

Our school work has, we believe, made a good beginning. We consider it well established — a permanent feature of the work in this place. For a long time we were in the valley of difficulty. Satan strove to sap our very fountainhead, to undermine our



very foundation: but we were building upon the foundation of the apostles and prophets, Jesus Christ himself being our chief corner-stone. His word was the earnest of our success, and so we pressed forward when we could, and stood ground when we were unable to progress. And so, he who is Captain of the Lord's host has caused us to triumph, as he always does when the cause is in his name.

I feel welling up within me such possibilities for this work. This year it has been largely experimental, yet we have evolved some certain things. Our enrolment is 45. As to the course of study, we have the school now divided into three groups. We have sought to have the program broad and free, allowing time for the leading of the Spirit in the minds of pupils and teachers. To this end we have sought to find the minimum of subjects with the resulting maximum of time for each exercise.

We have a work-bench with tools for the boys, and a sewing-table for the girls. We also have a good start for a library and reading-room. Already several books have been donated, also a large supply of magazines, as *Reviews*, *Good Healths*, etc.

As to our book-work, we have not a single secular text-book in use, except for reference, as in the use of maps, etc. The Bible and Testimonies form the basis of everything. We might have seemed to speed faster, had we made some compromise in this direction, but we chose rather to make haste with carefulness, God being our guide, than to have followed hard after that leader whose feet are swift to shed innocent blood, and whose hand hasteneth all the world on to destruction. The spiritual truth at base has been the objective point in all the work, with its personal application to our time and us.

M. E. B., ——— ———, April 8, 1899.

# THE WILLIAMS



---

## Hack and Baggage Line

---



From any Depot to the College

### Twenty=Five Cents

For Passenger and Baggage.

---

Students who are  
keeping house will  
do well to purchase



## Hardware, Stoves, Cooking Utensils,



...of Chas. Bock & Son,

9 West Main St.

THE ILLINOIS



CENTRAL R. R.

**Has Through Lines and Fast and Efficient Passenger and Freight Service**

Between Chicago and St. Louis. Between each of the following cities — Chicago, St. Louis, Cincinnati, Louisville, Evansville — and Memphis, Vicksburg, Baton Rouge, Natchez, Jackson, New Orleans.

**North and South  
East and West  
West and South**

Between Chicago and Rockford, Dubuque, Sioux City, Sioux Falls. Between each of the following cities — Sioux City, Sioux Falls, Dubuque — and Memphis, Vicksburg, Baton Rouge, Jackson, New Orleans.

**Connections For All Points Beyond Its 14 Important Gateways, Viz.:**

**Chicago, St. Louis, New Orleans, Cincinnati, Louisville, Sioux City, Dubuque, Cairo, Paducah, Vicksburg, Evansville, Memphis, Sioux Falls, Madison.**

For Tickets, Rates, and all information apply to any Railroad Agent in the United States or Canada, or address —

**A. H. HANSON, General Passenger Agent, Chicago, Ill.**

**Chicago, Milwaukee & St. Paul Ry.**

Owens and operates 6,154 miles of thoroughly equipped road.

Connects with all trains out of Chicago.

Offers excellent facilities for students from any of the States named who desire to attend the College.

*First-Class in  
Every Respect.*

It traverses the best sections of the States of

Illinois, Wisconsin, Iowa, Missouri, Minnesota, South Dakota, North Dakota, and the Upper Peninsula of Michigan.

For further information address **GEO. H. HEAFFORD,**

*General Pass. Agent, CHICAGO, ILL.*

Or **HARRY MERCER, Mich. Pass. Agt.,**

*7 Fort St. W., Detroit, Mich.*

**Battle Creek College,**  
**A Training-School for Christian Workers,**  
**Battle Creek, Mich.**



**PRACTICAL COURSES**  
**FOR**

**MINISTERS, TEACHERS,**  
**CANVASSERS, COMMERCIAL WORKERS,**  
**GENERAL MISSIONARY WORKERS.**