

CALENDAR NUMBER, 1899-1900.

Price, 10 Cents.

# TRAINING SCHOOL ADVOCATE

JUNE, 1899.



ART THOU THE TEACHER AND UNDERSTANDEST THESE THINGS? ISRAEL HOLY BIBLE

**BATTLE CREEK COLLEGE,**

Vol. I.

BATTLE CREEK, MICH.

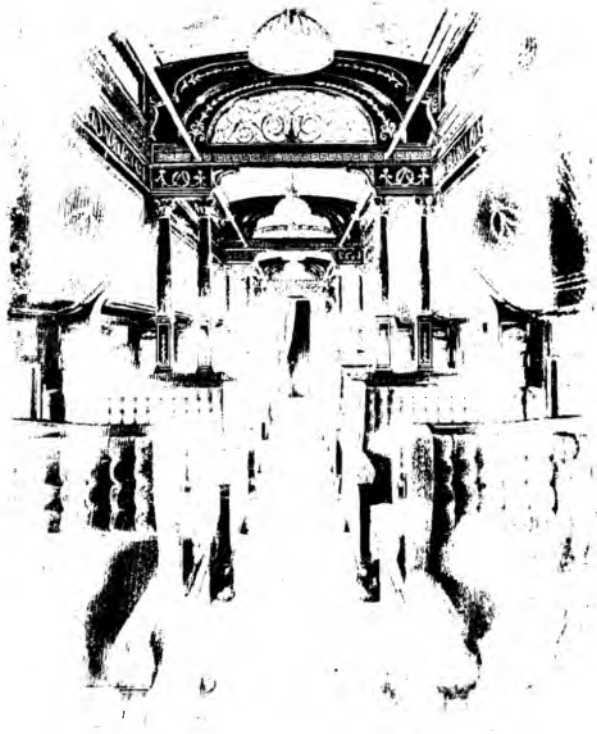
No. 6.

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THE COLLEGE (MAIN BUILDING).



WEST HALL (LADIES' DORMITORY).

Twenty-Fourth Annual Calendar

OF

# BATTLE CREEK COLLEGE

A Training-School for Christian  
Workers.



1899

MACKELL HOME

NICHOLS HOSPITAL

SANITARIUM

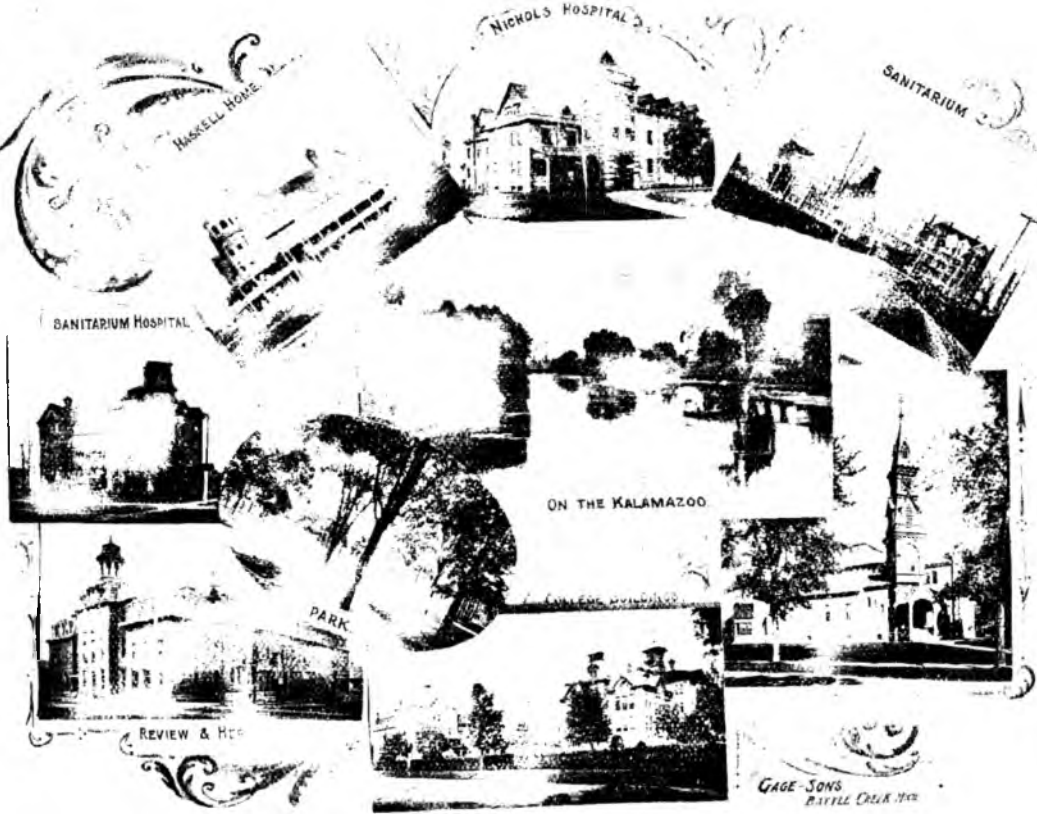
SANITARIUM HOSPITAL

ON THE KALAMAZOO

PARK

REVIEW & HIGH

GAGE-SONS  
MAYVILLE, CALIF. 1908



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## CALENDAR.

AUTUMN QUARTER OPENS	SEPTEMBER 27, 1899
AUTUMN QUARTER CLOSES	DECEMBER 19, 1899
WINTER QUARTER OPENS	DECEMBER 20, 1899
WINTER QUARTER CLOSES	MARCH 14, 1900
SPRING QUARTER OPENS	MARCH 15, 1900
SPRING QUARTER CLOSES	MAY 24, 1900
SUMMER QUARTER OPENS	JUNE 21, 1900
SUMMER QUARTER CLOSES	AUGUST 29, 1900

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*Supt. Ministerial Department.*

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EMORY D. KIRBY,

*Biblical Greek and Latin.*

J. ELLIS TENNEY,

*English Language.*

\_\_\_\_\_,\*

*Natural Science and Mathematics.*

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*Industrial Department.*

MRS. S. V. SUTHERLAND,

*Supt. Domestic Department.*

MISS M. BESSIE DE GRAW,

*Pedagogy.*

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\* To be filled before September 27.



## FACULTY.—Cont'd.

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*Mechanics.*

ARTHUR HALLOCK,  
*Carpentry.*

MERRILL N. CROSS,  
*Broom Making.*

J. M. JONES,  
*Tailoring.*

MISS NELLIE V. DICE,  
*Dressmaking.*

MISS ROSMA M. WHALEN,  
*Librarian, and Secretary of the Faculty.*

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### Instructors.

A. L. BRAMHALL.

MISS MELINDA LAMSON.

---

### Lecturers.

WM. COVERT,  
R. S. DONNELL,  
N. W. KAUBLE,  
J. D. GOWELL,  
G. A. IRWIN,

J. H. KELLOGG, M. D.,  
DAVID PAULSON, M. D.,  
ALFRED B. OLSEN, M. D.,  
ABBIE WINEGAR, M. D.,  
JUDGE JESSE ARTHUR.

WE seek the world for truth ; we cull  
The good, the pure, the beautiful,  
From graven stone and written scroll,  
From all old flower-fields of the soul ;  
And weary seekers of the best,  
We come back laden from our quest,  
To find that all the sages said  
Is in the Book our mothers read,  
And all our treasure of old thought  
In His harmonious fulness wrought  
Who gathers in one sheaf complete  
The scattered blades of God's sown wheat,  
The common growth that maketh good  
His all-embracing Fatherhood.

— *Whittier.*

# THE ADVOCATE

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

VOL. I.

JUNE, 1899.

No. 6.

## HISTORY OF BATTLE CREEK COLLEGE.

### FOUNDING.

THE subject of education among Seventh-day Adventists and the founding of a denominational school, was brought to the attention of this people by Elder James White and his wife in the early part of 1872; several meetings were held at their call, in Battle Creek, Mich., over this matter. A committee was then chosen to take steps for the immediate establishment of a school, and to act in reference to the organization of an educational society at as early a date as it could be brought about.

From a report of these meetings published April 16, 1872, we take the following words:—

“Shall we, as a people, take hold of the subject of education, and form an educational society? Shall we have a denominational school, the object of which shall

be, in the shortest, most thorough and practical way, to qualify young men and women to act some part, more or less public, in the cause of God? Shall there be some place provided where our young people can go to learn such branches of the sciences as they can put into immediate and practical use, and at the same time be instructed in the great themes of prophetic and Biblical truth? These are some of the questions that came before a meeting of the church called by Brother and Sister White in Battle Creek two weeks ago."

On June 3, 1872, the school was opened. Prof. G. H. Bell was in charge, and the first enrolment was twelve pupils, and the record quaintly states, "This was a better beginning than we had ventured to anticipate."

Over \$54,000 was soon raised in cash and pledges for the enterprise, Elders Geo. I. Butler and S. N. Haskell taking a prominent part in the work. The names of the first trustees as they appear in the Articles of Association are as follows:—

George I. Butler, Harmon Lindsay, Ira Abbey, Uriah Smith, E. L. Gaskell, Orrin B. Jones, and Horatio Lindsay.

#### LOCATION.

The College is situated in Battle Creek, a city of about 18,000 inhabitants, and one of the most active and enterprising towns of the Peninsular State. At the junction of the Chicago & Grand Trunk, Michigan Central,

and Detroit, Toledo & Milwaukee railroads, about half-way between Detroit and Chicago, the city is easy of access from all parts of the country. The site of the College is on a fine eminence in the western part of the city, about one-half mile from the business center.

#### GROUNDS AND BUILDINGS.

The College campus consists of seven acres situated opposite the main building of the Battle Creek Sanitarium, and with its native trees and shady walks offers an attractive spot to the seeker after knowledge. The buildings are three in number, two of which, the main building and the ladies' dormitory, are located on the campus. The gentlemen's dormitory, known as South Hall, capable of rooming one hundred students, is across the street.

The College building was erected in three sections: the central, in the year 1874; the south wing, or Gotzin addition, in which is located the assembly room, in 1886. In 1895 the needs of the General Conference Ministers' School led to the erection of the north wing, one half of which is now used by medical students.

West Hall was erected in the year 1887, and will accommodate one hundred and fifty roomers, and has a dining-room capacity for over two hundred.



A GLIMPSE OF THE THREE BUILDINGS.

## A TRAINING-SCHOOL FOR CHRISTIAN WORKERS.

ALTHOUGH the first object of the institution, that of training missionaries, has not always been held as prominently before applicants for admission as it should have been, and consequently the tenor of instruction has been modified largely by general educational institutions, nevertheless, the College as now conducted aims to return in the truest sense to the noble object for which it was founded, and offers to the youth such a course of instruction as will best fit young men and women to proclaim the gospel of Jesus Christ.

The moral tone, always high, is no less so at the

present time, and while earnest Christians of every creed are welcome within its walls, the institution is strongly denominational, and the Word of God is recognized as the basis of all branches of study.

In order to make the College more truly meet the requirements suggested by its name, a variety of work, within easy reach, and under the control of the Faculty, has been conducted during the past year. Reference is made to the city mission located at Jackson, Mich., which has offered excellent opportunity for the young people to develop ability and gain experience in one line of practical Christian helpfulness. Likewise the year 1898-99 has witnessed the opening of nearly sixty church schools in various parts of the United States, which have been under the full control of the students of the College. These small schools, held usually in or near a church for the benefit of children below the seventh grade, have proved to be one of the most efficient training stations for young people. This work is more fully described in the department of "College Extension."

In the spring of 1897, in order more fully to meet the requirements of the principles of Christian education, a process of reorganization was begun, according to which its management will be less hampered than heretofore, and instead of holding degrees before students as incentives for work, the one all-absorbing motive is, "Go ye therefore, and teach all nations."

For a life-work such as this the most practical instruction is necessary. Each student on matriculating is urged prayerfully to decide upon a course of training best adapted to his natural ability and in accordance with the manifest guidance of the Spirit of God.

A line of physical, mental, and moral discipline best suited, in the mind of the Faculty, to the fullest development of a laborer in the field chosen, is then recommended to the student.

*Courses and Graduation.*—The work before described takes the place of the stereotyped scientific and classical courses offered by most institutions. It is not deemed that work done either for or by students will in any way fall below the true culture where degrees are given. It is, however, the object of the institution to give instruction in those subjects which will form character befitting citizenship with the Creator, and to avoid with scrupulous care those things of a doubtful or decidedly useless character.


“One of the foremost teachers of the country,” writes Rebecca Harding Davis, in the *North American Review*, “once said to me, ‘True education is to find the quality and bent of each pupil’s mind, and give it only such food as will develop them.’ I glanced at the pile of text-books. ‘What can I do?’ he said, with a despairing shrug. ‘My boys must *pass* in all these subjects to enter college, and in college the aim still is to *pass*, not to grow.’ . . . When will Americans see




that there is no blessing like the education which we can use?"

In the place of a diploma, students recommended to a position upon leaving the school are granted certificates indicating the exact amount of work done, and the character of the work. These are renewed from year to year upon request, provided the owner has done satisfactory work in the field, and has, during the year, pursued at least one line of advanced study upon which he will be expected to pass a satisfactory examination

It is the object of the school to keep in close touch with its students, as work begun in recitation halls should not be laid aside on leaving the presence of the instructor.



## Department of Instruction.



### I. THE MINISTRY.

“I CAME not to be ministered unto, but to minister,” are the words of the world’s Reformer and Saviour, and the highest object of the College is attained when it can send to the world young people who have the spirit of the Master.

Christ called earnest men from various vocations, and in their daily associations with him they learned many a secret of successful ministry. The work offered in this department is by no means confined to the needs of the pulpit orator, but includes those innumerable duties of true service which come to the hands of those only whose hearts burn with a fire kindled by a love of God and humanity. It covers the work of the canvasser who scatters from family to family the words of life; it takes in the city mission worker and the Bible worker.

#### Qualifications.

Hundreds of young people are needed to-day to enter the darkened fields. Earnest consecration is the first and fundamental qualification demanded to insure success. The second qualification which one entering the ministry should possess is to feel the needs of mankind, to know God, and to possess those qualities which will make plain to

the needy the path to usefulness and happiness ; that is, to be able to teach, in the highest sense of the term. Toward the attainment of this, the instruction of the department tends ; aided by the Spirit which guides into all truth, it can be obtained.

**Needs.** A large part of the work of the closing message must be done by young, vigorous men. A speedy preparation is demanded, and the work of this department is so arranged that the student can take subjects best adapted to his advancement, can spend a short time in the pursuit of studies, may then do some practical work in the field, and return for further study in the future.

**Common Branches.** So great has been the neglect of thorough instruction in the common branches, and so absolutely necessary is proficiency in these lines before taking more advanced subjects, that every candidate will be required *to pass an examination* on the subjects taught in the first eight grades of our public schools, and will be assigned to classes in in those subjects in which he proves deficient. A worker is better qualified for field duties who knows how to *read well, to spell correctly, to write a neat, legible hand, to compose an article fit for publication, and who has a general knowledge of arithmetic, than one possessing any amount of knowledge of the higher branches, but who lacks in these fundamentals. Rigid adherence to this regulation must therefore be expected.*

**Studies  
Offered.**

After the necessary foundation has been laid, there is offered to the student who is a candidate for the ministry in any of its varied phases, the following lines of work: *Bible*.—A careful study of the plan of salvation, which would include many of the books of the Bible and the writings known as the Spirit of Prophecy. *History*.—Prophetic history and the United States in prophecy; church history, and such kindred subjects as will enable a student to interpret the meaning of current events. *English Language*.—From simple prose composition to, and including, a comparative study of the best authors, looking always to purity of thought and diction, and the expression of truth, some of the Bible writers standing at the head of the list both in prose and poetry.

*Science*.—The study of life, making human physiology the basis, to which is added a comparative study of the various forms usually classed separately as physics, chemistry, botany, zoology, and biology, showing that each is subservient to man in his grasp after truth, and, in his effort to attain perfection, is to aid his growth. Closely connected with pure physiology will be instruction in those Biblical principles for the cultivation of the soil which bear the closest relation to man's physical welfare, and which, properly carried out, will lead to his highest development, both spiritual and mental.

*Mathematics.*—The work offered in other departments is open to young persons of this, but students will, unless in special cases, be advised to take such work as will enable them to transact business properly and keep a correct set of books, and that which is necessarily correlated with nature study.

*Languages.*—Latin, Greek, and Hebrew for those who wish to study the Scriptures in the original or vulgate; public speaking.

*General.*—Vocal culture; sacred music; free-hand sketching.

*Manual Training.*—Every student will be expected to make his choice of a trade, that on leaving school he may be self-supporting. The Industrial Department offers a variety of lines for both ladies and gentlemen.

The close relationship existing between the Sanitarium and the College makes it possible to offer instruction in simple treatments under the direction of trained nurses.

The principles of healthful cooking are given in such a way as to be of practical value to all missionary workers.

There has long been felt a desire so to arrange instruction in the College that ministers in the field would have an opportunity to come in touch with the students, and that the students might in turn have the benefit of the wide experience of those in active service. Arrangements have been made to have a course

of lectures given in the department by presidents of the conferences in this district.

*Canvassers.*— Those desiring to canvass have the privilege of special instruction in books adapted to their ability, together with such general information as is required by those entering this field. Special attention is called to the work of the canvasser, as the Review and Herald is offering scholarships, and putting forth an effort to assist worthy young people of ability, that centers for distribution of literature may be established in various cities under the supervision of well-trained canvassers.

This department will embrace a thorough study of the fundamental truths of Christianity. The student will be expected to study the times in which we live, the simple principles of grammar, physiology, and hygiene, letter-writing, penmanship, the use of the voice, *and have a most thorough knowledge of the book which he designs to sell.* The technical part of this work will be in charge of one who has practical experience in the field.

Students in this department have the privilege of doing city mission work in Battle Creek and Jackson. As new fields of labor are opened, and there is a demand for ministerial laborers, the College will expect to draw from this department.

## II. TEACHERS' DEPARTMENT.

THE necessity for the establishment of church schools is so plainly seen to be a part of the closing work, and is now recognized as one of the special duties of the day in preparing a people for the pentecostal showers, that an unusual amount of attention is given to the preparation of teachers.

Christ, in his mission, came as a teacher, and following in his footsteps, the young people may do a work no less noble than that offered by the ministry, when they gather the children under the influence of the Spirit of God, and give instruction from his Word of Truth.

Christian education has long been neglected by Protestants, and as a result, the children are slipping from the fold. The demand for Christian teachers is now imperative, and that demand is for a large number. During the past school year over fifty schools were conducted by students from Battle Creek College. The school conducted during the summer months will prepare many more, and next fall the work will be resumed with renewed vigor. Young men and women to whom God has given the gift of teaching should allow him to use their talents how and where he will.

The church school should be the most fruitful field for missionary work, and must be made the greatest source of strength to the church. The methods of

instruction to be followed by the Christian teacher must differ as materially from those pursued in the public schools of the land as the methods of to-day differ from those of sixty years ago. There is a life and a power to be put into the work when the truth of God is given its rightful place, that no amount of adherence to modern methods can impart. Not that modern ideas of education are to be tossed aside, but they will be greatly accelerated in power by the addition of truth and spirituality.

**Qualifications.** The very best material should be chosen for teachers, and no less consecration of time and talents and thorough conversion to the distinctive features of Christian education are required than for insured success in the Ministerial Department.

**Common Branches.** The same rigid adherence to a thorough foundation will be maintained in matriculating students in the Normal Department as is specified for the candidates for the Ministerial Department, mentioned on page 293. Students desiring to take the instruction offered teachers should be able to *pass a good examination for a second-grade certificate* before entering any of the classes of special Normal work. Preparatory classes will be conducted for those not sufficiently advanced to enter classes in technical branches, provided a review is all that is necessary; otherwise they will be referred to a State school. See page 372.



**Subjects Offered.**

After showing a good degree of proficiency in preparatory work, the following subjects are at the student's disposal:—

*Bible.*—Such subjects as are especially adapted to the teacher in his work with children.

*History.*—As outlined on page 327.

*Mental and Moral Science.*

*Pedagogy.*—A study of the principles of Christ's method of instruction.

*History of Education.*—A careful comparison of methods in various epochs, showing the relation of true principles to religious and national growth, and that false theories have borne fruit just as positively in the opposite direction.

*Theory and Practise* of teaching the common branches with the Bible as the basis.

*Language*—As outlined on page 328.

*Nature Study.*—A careful study of all the sciences, with physiology as the central subject, and the others as manifestations of life and laws subservient to man's needs in developing the highest character.

*Mathematics.*—The work of the Commercial Department is offered to teachers; also instruction in higher mathematics as geometry, trigonometry, surveying, analytical geometry, and calculus, as required in correlation with the sciences and astronomy.

*Music.*—The Sacred Music Course as outlined under the department of Music, page 304.

*Manual Training.*—Of all workers the church-school teachers are expected to have the widest general knowledge of healthful cooking, hygienic dressmaking, hydrotherapy; and to meet these needs, instruction is given by specialists in the various lines.

Teachers will be able to take such studies as will be necessary to prepare them for whatever schools they wish to teach.

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### III. MEDICAL MISSIONARY DEPARTMENT.

IN addition to the general missionary work offered in the Ministerial Department, there is a large field open for missionary nurses which demands attention. The close proximity of the College to the Sanitarium and American Medical Missionary College makes it both possible and advisable to offer a line of instruction which will prepare students to enter a course in either of these institutions. The following is a list of subjects on which stated examinations must be passed preparatory to entering the Medical College:—

*Anatomy.*—Giving special attention to the bones and muscles. 60 hours. Text-book, Gray.

*Advanced Physiology.*—The entire subject, using Waller (published by Longman, Green & Co.) or Martin's Human Body, which is less expensive, and hardly as good. 60 hours.

*General Chemistry.*—Shepherd or Remsen. 30 hours, with 30 more of simple laboratory work.

*Practical Hygiene.*—By Currier, published by E. B. Treat, N. Y., 60 hours.

*Bible and History of Missions.*—60 hours. Would suggest as one of the text-books to be used, "A Hundred Years of Missions," by Leonard, published by Funk & Wagnalls Co., N. Y.



THE SANITARIUM.

#### ADDITIONAL STUDIES.

*Physics.*—Gage's Introduction or Carhart & Chute's. 40 hours, with 20 hours' laboratory work.

*Zoology.*—Packard's Briefer Course. 40 hours.

*Botany.*—Gray. 40 hours, and analysis of at least 40 specimens.

*Medical Latin.*—75 hours. We would suggest *The Elements of Latin for Students in Medicine*, by Crothers & Bise, published by F. A. Davis Co.

Classes will be conducted in these subjects, and it is believed that work of such a character can be done by the industrious student that the much-dreaded examinations will lose their terror. The experience of Daniel and his companions may be repeated. A good literary education is supposed to precede this course, and those deficient in the common branches will find classes adapted to their needs.

A higher grade of work will be demanded of nurses in the future, and those contemplating such a course will find classes in the following preparatory subjects: Reading, writing, spelling, English grammar and composition, elementary bookkeeping, a brief course in Bible with doctrinal points and church history, physiology and hygiene, and the principles of Christian education.

Strong, able-bodied young people can find abundant opportunity to help humanity and forward the gospel by taking work in this department.

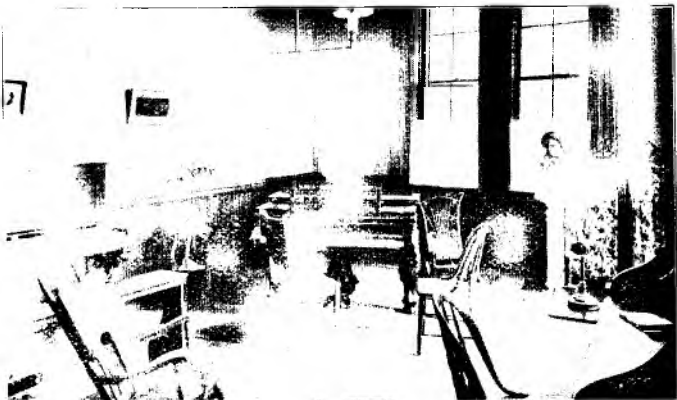
It is necessary for applicants to be thoroughly in harmony with the principles of Battle Creek College as a training-school for Christian workers in order to matriculate in this department. Young, inexperienced persons will not be admitted. Students must be at least nineteen years of age, and possess a physician's certifi-

cate of soundness of health and constitution. Those wishing to enter should correspond with the Faculty of the Medical College, and be accepted by them, before applying for entrance here.

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#### IV. MUSICAL DEPARTMENT.

At creation the morning stars sang together, and all the sons of God shouted for joy. Music is intended to be the highest expression of the most exalted



THE STUDIO.

emotions of the soul, and rightly used should produce in the mind a feeling of worship and adoration, and should awaken in the whole being the strongest desires

to excel in all that is true and noble. That this is not always the result of a musical education proves conclusively that that which may be most ennobling will, if perverted in its use, become the very opposite.

In order, then, to meet the object of a training-school for Christian workers, the character of the musical training must be most thoroughly in harmony with the Spirit of the Creator. It is with this object in view that during the past two years much time has been devoted to the study of sacred music, both vocal and instrumental. Of all people, those who know the love of God should be able to bring from an instrument the most perfect harmony, and their voices should be dedicated to his service.

*Sacred Music.*—Work in this department will be carried on through the year in two lines, and will consist of instruction on the organ or some other instrument, with study of harmony and voice culture. No tuition is charged for those who are preparing for missionary work, but an entrance fee of ten dollars will be required at the beginning of the year.

A strong demand for trained voices in various lines of mission work has induced the management to put forth a special effort in this direction. A quartet of ladies has been organized to work during the camp-meeting season; and another year, conscientious, God-fearing young people who wish to devote their time to sacred song, and who in the judgment of the Faculty

are qualified for such work, will be given an opportunity to take special instruction. It is hoped to reach many in the cities, and to forward the work among children through this class of missionaries. Much more attention than heretofore will be given to chorus drills and chants.

*Pipe Organ.*—This course of study will extend through a period of from three to five years. Organ students can have access to a good two-manual organ at reasonable expense.

*Piano.*—There is offered five years of graded work upon the piano.

*Musical Instruments*—Sacred music and piano students will be expected to furnish their own instruments for practise. These may be rented at reasonable rates.

No reduction can be made, except by special arrangement, for lessons missed by pupils.

*Small Instruments.*—Israel was exhorted to praise God with the psaltery, the harp, and an instrument of ten strings. Much good can be accomplished with small instruments, easy of transportation, and work with these will be encouraged for missionary purposes.

Another variation in the work for next year consists in the organization of classes in reading music. Too often music is studied merely as an accomplishment, but to-day there are many openings in various fields for those who have a practical knowledge of the subject.

It is well to recognize talent in music, but since it is an expression of character, the best results are obtained from a combination of subjects. Musical pupils will therefore be expected to combine with the study of harmony and the instrument some instruction in Bible and other branches, as it may be deemed advisable by the Faculty.

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## V. COMMERCIAL DEPARTMENT.

IN the minds of many the work of the business man is almost wholly divorced from Christian experience and spiritual growth. That this is a mistake is only too evident. Calls are frequent for well-trained bookkeepers, quick, accurate, neat typewriters and stenographers, and honest-hearted, level-headed business men for all work. One promise made to Israel was: "The Lord shall open unto thee his good treasure, . . . to bless all the work of thine hand; and thou shalt lend unto many nations, and thou shalt not borrow." If this means anything at all, it means that the time is at hand when men who control the finances must have the law of God in the heart. The College, as a training-school for Christian workers, realizes the necessity of having this department placed on a basis equally as lasting as that for the ministry. If the subject of raising means by faith is to be preached, it must be taught, and the place to study and put into practise the principles of



Biblical finance is in the Commercial Department. It is on the supposition that candidates for admission wish to receive a preparation for active and efficient work in the spread of the gospel, that they will be permitted to matriculate.

The actual business of the institution will be discussed and figured upon by members of the class in the department. This will give an excellent opportunity for students to gain experience in purchasing in large quantities, in judging of the value of fresh, canned, and dried fruits, grains, breads, furniture; in fact, all the furnishings for a good-sized establishment as well as stock for tailor shop, dressmaking establishment, carpenter shop, and broom shop. There will be exemplified the need of economy in the amount expended, in purchasing at the proper season, and in the preservation of goods. The financial side of the Industrial Department will come under the direct inspection and supervision of students taking a thorough business course. Bills, statements, and trial balances will be actual business transactions. When money is needed for any educational or missionary enterprise, the Commercial Department will be expected to furnish competent persons to solicit.

**For  
Entrance.**

Students making application for admission into the department will be expected to stand the rigid test in the common branches which is required for the entrance to the Ministerial

or Teachers' Departments. Deficiency will warrant the Faculty in the recommending that preparatory work be taken.

**Work Offered.**

*Biblical Finance* will be continued throughout the course, and will be a study of the true principles of business transactions as applied to different trades and professions.

A complete and practical system of bookkeeping on most improved methods is now in course of preparation. During the past year classes have been following the plan to a certain extent, but it will soon appear in permanent form. Biblical principles and maxims will accompany the transactions, and while in thoroughness of drill the department will not in any way fall below the standard of a business college, there will be added a study and practical application of those principles which go to form a strong character.

The system is admirably adapted to the work in church schools, and as the Testimonies plainly state that bookkeeping should be taught to the children, it will be made a prominent part of the work for the boys and girls in their teens who are in need of work which will demand accuracy, neatness, perseverance; and will at the same time offer food for mental research and moral development. There is no study better able to develop life principles than bookkeeping.

*Business Practise.*—Students are required to write business letters, notes, drafts, deeds, bills of lading,

mortgages, bills of sale, protests, powers of attorney, in fact, the various kinds of commercial papers to be found in business.

Practise will be given in offices, such as commission houses, tract societies, and merchants' emporium.

A College Bank will be chartered, in which the student will perform the duties of receiving and pay-tellers, discount clerk, cashier, bookkeeper; deal in bonds, foreign exchange, discount commercial paper, and will do a general banking business.

*Penmanship.*— Students in the Commercial Department are required to give penmanship the attention it merits.

*Business Correspondence.*— Attention will be given to business and general correspondence, orthography, commercial geography (railroads, industries of leading places, and some idea of the distance).

*Commercial Law.*— Study of the fundamental principles of law; the law governing contracts, negotiable paper, etc.

*Phonography.*— Graham's standard system of shorthand is taught. Students will not be encouraged to enter upon a course in shorthand unless proficient in the common branches, and willing to push ahead, with the object of putting their knowledge into use at once, as the art is soon lost unless the individual is in constant practise.

Lessons in honesty, perseverance, and industry will

be frequently dwelt upon, for of all persons the stenographer must learn to deal justly, quietly, and quickly, and should learn most thoroughly the lesson taught every Spartan youth who entered the council-chamber. Pointing to the door, it was said, "What is spoken here never goes out there."

The College wishes to prepare many first-class workers in this department, but it can not conscientiously hold out any inducement to those who can not enter heartily into the spirit of the work as outlined. It wishes to see that every proficient student is in a good position, and only such young people as desire to use their knowledge to further the gospel will be encouraged.

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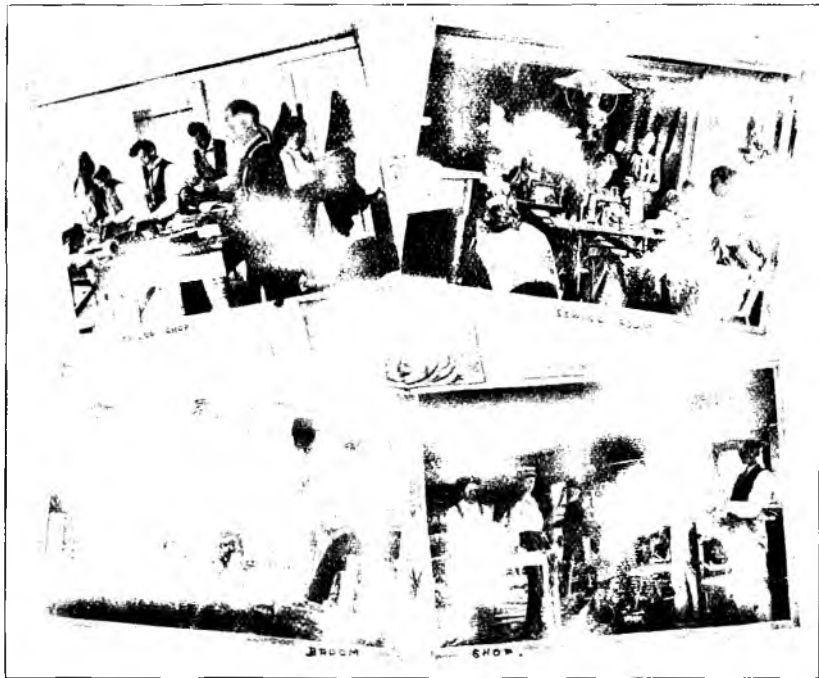
## VI. MANUAL TRAINING AND INDUSTRIAL DEPARTMENT.

"WHEN will Americans see that there is no blessing like the education which we can *use*?" Theoretically, it has been acknowledged for some time that the truest education is that which equally balances the three-fold nature of man, a mental, physical, and moral education; but too many still cling to the text-book facts, which are crammed into the brain, only to be forgotten when the active duties of life are begun.

The need of manual training is more imperative than ever when a school purports to train young people as

VIEWS OF THE FARM.





INDUSTRIAL DEPARTMENT.

self-supporting missionaries. Since giving this department a place of equal importance with the lines of purely mental development, a wonderful improvement has been seen in the character of the students, and in the number actually able to enter the field, aside from the opportunity thus afforded a large number of worthy young people to meet their own expenses while gaining an education. A variety of work is offered, from which the student may take his choice of trades.

#### THE COLLEGE FARM.

A farm of eighty acres was purchased in October, 1897, with funds donated and pledged by the friends of education. Considerable work has been done in putting this farm into good condition. Thirty acres have been set out in fruit-trees, shrubbery, and vines. Vegetables and other crops will be raised on the balance of the ground, which will furnish the College boarding hall with a good supply of provisions. Employment has been given to a number of students, and many more can be given work; for it is the plan to bring the farm up to a high state of cultivation. The work of cultivating the soil, planting trees, vines, and seeds, is educational in the highest sense.

We are in great need of buildings and other improvements on the farm.

A friend of the institution has placed at our disposal this year, free of charge, the use of a fine fruit

farm of sixteen acres, with good buildings and improvements. This farm joins the College farm, lying between it and the College.

Both farms are now under the control of a practical farmer, who thoroughly believes in the promises of God to restore barren land and cause the crops to yield bountifully when his instructions are carried out to the letter. He has promised to rebuke the devourer for our sakes, and faith is now being put to the test.

The principles of plowing, fertilization, rotation of crops, allowing the land to rest, etc., as outlined in the Word of God, are carefully studied and followed to the best of our ability. Student helpers are here given practical instruction, and an opportunity to test all theories advocated concerning Biblical farming.

The farm song runs something like this : —

#### CULTIVATE.

“ Fore the soil begins to bake,

Cultivate !

Stir it up for culture's sake.

Cultivate !

Tillage hinders 'vaporation,

Tillage works weeds' 'radication,

Tillage helps food 'laboration.

Cultivate !

If it rains and lays the dust,

Cultivate !

If it pours and forms a crust,

Cultivate !



Save the moisture hygroscopic,  
Help the microbes microscopic,  
Talk to neighbors on this topic,  
Cultivate!"

No gentlemen students should expect to be recommended as missionaries who can not pass a satisfactory examination on farming and fruit raising.

### THE BROOM SHOP.

One of the most prosperous industries under the supervision of the College is the broom factory. This has been in successful operation for four years, and the past twelve months it has been a source of revenue to the institution. Since last October three thousand dozen brooms of the various grades have been made. Sixty boys have been in the employ of the shop, putting in from two to eight hours a day.

Seven grades of brooms, besides whisks and brushes, are manufactured, and all meet with ready sale. One Chicago firm took two hundred and twenty dozen brooms in one order; eight wholesale establishments have dealt in brooms bearing the College trade-mark.

The work in the broom shop is so planned that by depositing \$50 a student is entitled to board, room, and tuition, and instruction in the shop for three months. If at the end of this time he has learned the trade, the shop furnishes work by which he may pay his expenses. To accomplish this, however, the student should spend about thirty hours a week.

The principal object in having this work connected with the College is that young men may receive some instruction which will fit them to go as self-supporting missionaries into foreign countries. But little machinery is required, and a shop can be opened with a small outlay of means. An industrious boy, working ten hours a day, can easily make from \$1.25 to \$2 a day.

The spirit of quietness and general good behavior and Christian courtesy pervading the broom shop leads one to think that the boys believe in bringing their religion into their every-day work.

### CARPENTER SHOP.

Work in this shop is largely done by students, and outside of class recitation has consisted of general repairs needed about the College buildings. Class work is on the same basis as any other recitation, and the work done the past year consists of —

*Bench Work.*—The correct and advantageous use of the simplest and most common tools,—square, saw, plane, and hammer. Mechanical drawing forms an important part in this line of work, in which the student studies the simple elements of drafting and designing, united with bench work.

*Joinery.*—A definite graded series of tasks, work to dimensions, and simple problems of construction, with the proper use and care of common bench tools, through which each student is advanced according to ability.

Mechanical drawing is united with mechanical work. Projection of surfaces and solids. Working drawings for bench work.

*Advance Work.*—Practise is given in general wood-work, carpentry, simple cabinet-making, turning, and pattern-making; elementary architectural drawing of plans for the construction of simple buildings; also the study of estimates and character of building materials. A practical application of geometry is here given. All work during industrial hours is laid out by the superintendent.

Several young ladies have taken advantage of the instruction offered, and have shown themselves apt students in joinery, etc. After making boxes, picture-frames, and small articles for ornamentation, they have used pyrography as a means of decoration. The proper care and handling of tools seems to be the first problem to solve. Neatness, accuracy, patience, and speed are traits developed at the carpenter's bench.

### TAILOR SHOP.

It is interesting to note the patronage given the College Tailoring Department. The fact that the books show a net receipt of \$1,420.60 since the first of October, speaks for itself.

One man, a practical and skilful workman, has had charge of the shop the greater part of the year, but the pressure of work made it necessary to employ a second

tailor, who, while attending school, is making \$25 a month.

A goodly number of students have taken work in the department, many remaining but a short time, but during their stay gaining such pointers as enable them to keep their own clothes cleaned and in repair. A few have stayed by the work during the entire year, and are now able to earn wages. Several years are required to complete the course, rendering the student competent to conduct a shop alone.

Beginners are given instruction in hand sewing, and then the use of the machine. After learning to baste and press, they are allowed to put garments together, the most simple work being on pants. They then pass to vests, and finally coats. Ladies can do excellent work making vests in this department, and an opportunity is here afforded for three or four tailoresses to pay their school expenses.

The record shows that in the past nine months the shop has finished fifty suits, thirty extra pairs of trousers, and two overcoats, besides an untold amount of mending and cleaning.

Instruction in tailoring costs the student the same as one regular study in any course. It is well to remember that in order to succeed, patience and perseverance are required. Rome was not built in a day; neither can a boy learn to cut and make a coat in a short time. But when learned, it is a trade which affords employ-

ment in any country and at any time. Christian tailors have a large field of usefulness before them. Two hours' practise under the direction of the instructor is required for one hour's credit.

### DRESSMAKING.

For years there has been a crying need of young women who could cut hygienic garments, and teach others to do the same. Many obstacles have been met and conquered, but the work is now on a firm basis.

Cutting by a tailor system is taught, and aside from regular class recitation, where students are taught drafting and the art of putting garments together, an opportunity is offered to enter the College Dressmaking Department, where actual experience is gained in fitting, finishing, and artistic draping. The principles of hygienic dressing are carefully followed, and it is generally known that the shop stands for health, and a well-developed body, comfortably clad.

It is proposed to extend the influence of the department another year by allowing students to take orders in the city for garments to be made in the shop. This has been done to a limited extent the last year, and affords one of the very best opportunities to introduce the truth on this subject to those unacquainted with it. Class work, with variations to suit circumstances, is as follows:—

*Hand Sewing.*—Position of the body while sewing; study of materials,—the warp and the woof; basting,

running, overhand, and backstitching; French and felled seams; putting gussets and making plackets; gathering, stroking gathers, and putting on bands; mitering corners; French hem on damask; making buttonholes in muslin; sewing on buttons; blind-stitching, mending and darning on cashmere, flannel, stockinet; followed by —

Machine sewing; taking measures; drafting and making undergarments; cutting and making children's garments; remodeling, buttonholes. Ladies' suits,— drafting and making.

Students provide their own models, and fifteen cents per quarter, in advance, will be charged for necessary sewing materials for class-room practise. Young women who desire to make a specialty of sewing should enter the department with a determination to stay by the work until proficient. Practical dressmakers are needed to connect with new schools, and students who finish, with credit, a course in the shop, will be furnished permanent work.

Students should remember that two hours' practise under the direction of an instructor is required for one hour's credit.

### SHOE SHOP.

There is connected with the College Industrial Department a shoe shop. The enterprise is new, but has nevertheless served to pay the way of one student in school the past year, and afforded an opportunity for a

limited number to learn to mend boots and shoes. Facilities will be increased and the shop enlarged by next fall.

### PRINTING.

During the past year only a small amount of work could be offered students in the College printing-office, owing to cramped quarters and insufficient material, but negotiations are now in progress which will in all probability terminate in the purchase of a new lot of type and other things necessary properly to fit up an office. The work will be under the supervision of a practical instructor, and a number of students, if competent, will be offered work as typesetters and proof-readers in the College office. Instruction in printing will cost the student the same as one regular class in any department, but two hours' practise under the direction of the instructor is required for one hour's credit.

Practical workmen in this line are in demand, and students desiring to take work in this department should correspond with the College at an early date. It is the purpose of the class in printing to prepare young men to publish conference papers and otherwise look after tract-society work. The same class of workmen should enter foreign fields in the near future.

## VII. DOMESTIC DEPARTMENT.

SOLOMON, describing a model woman, says, "She looketh well to her household, and eateth not the bread of idleness." "She openeth her mouth with wisdom; and in her tongue is the law of kindness." A good



IN THE SERVING ROOM.

housekeeper has then the characteristics of a Christian. She is not ignorant, foolish, or gossipy. She is diligent and economical. The world needs such women, and the Domestic Department of the College affords a good training ground for such characters.

Students in the dormitory form one large family; there are the numerous duties attendant upon such circumstances. The work quite naturally divides itself



into the culinary department, the dining-room service, the laundry, and the care of the house in general. In these various lines students do the work, and the oversight is given to those of mature judgment, and firm principle.

To illustrate: during the past year several young ladies have had an opportunity to spend a term superintending the dining-room. Meals are served on the European plan; each student orders twenty-four hours in advance, and is charged for each meal; tables are properly set, and other duties looked after, by the young women in charge.

Each student has regular daily duties assigned, and receives pay for all work well done. There has been a most gratifying spirit of industry and care, and the matron has been able to repose perfect confidence in her student assistants, knowing that in her absence things were as orderly as in her presence.

*The Culinary Department* has been during the entire year under the direct supervision of a young man who has thus supported himself in school, taking work in the Ministerial Department. Several students have acted as assistants in order to perfect themselves in the art, and the College will be able to furnish several competent cooks to other institutions next fall. The experience here gained, in addition to instruction received in the cooking-classes, enables a student to take full charge of a kitchen.

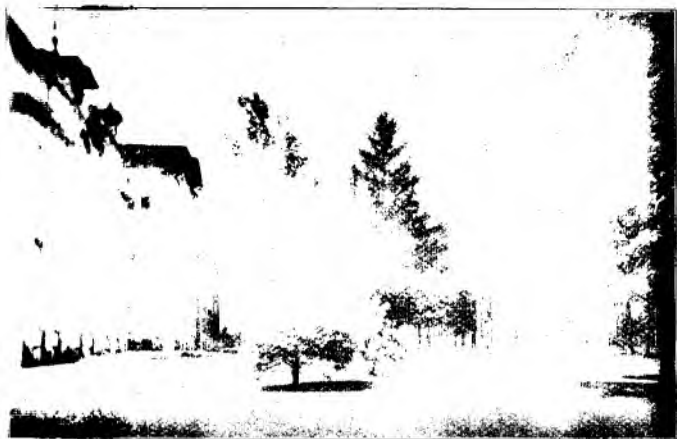
The principles of healthful cookery are rigidly adhered to, and the palatable food testifies that with nut preparations it is easy to dispense with milk and dairy butter.

The proper combinations of food is a subject kept prominently before the student, since he daily makes his own selections; and the disuse of milk and the substitution of nut cream in cooking the legumes, corn, vegetables, etc., simplifies the problem to a great degree.

A large amount of fruit is canned each year. Last summer over five thousand quarts of grape juice alone were put in readiness for the school year, and other fruits in proportion.

*The Laundry* is under direct supervision of student laborers. The washing is done by machinery, and the ironing by hand.

A line of general instruction will be given throughout the following year touching various phases of housework. Classes will meet weekly to consider such subjects as mending, sponging, pressing, buttonholes, how to keep a room looking well, secret of keeping one's clothes in repair, the care of carpets, dusting, proper care of bath-rooms, behavior at the table, how to appear well on the street, side talks with girls, hygienic dress, foods and their combinations, value of punctuality, etc.



EAST END OF MAIN BUILDING.

## LINES OF INSTRUCTION.

### PREPARATORY CLASSES.

ACCORDING to the general educational plan a class of young students is not encouraged to enter Battle Creek College, as preparatory work is offered in the courses of the conference, and more advanced church schools now in operation, or soon to be opened. There are, however, some students of mature years who have a definite purpose in mind, and who desire speedy preparation in some department, but who, on account of deficiency in the common branches, are not permitted to enter at once upon technical subjects. All students

of this class will be accommodated with work in the common branches under a competent teacher, where they can remain for a longer or shorter time, according to their ability, but when able to meet the requirements specified in the Ministerial, Teachers', or Commercial Departments they will be allowed to take advanced work. Greater thoroughness in the fundamentals is needed, and greater care will be exercised than ever before in matriculating.

#### ENGLISH BIBLE.

It is the plan of the College to make the English Bible the foundation and subject-matter of every educational effort. Instead of the abstract Bible lesson, disconnected from the regular school studies in science, history, language, and mathematics, all these subjects will be examined and studied under the light which is shed upon them by the Bible. The hard and often uninteresting lessons will appear to the spiritually minded student new and beautiful, filling him with an intense longing to know more of the things which the natural eye can not see nor the ear hear, but which must be revealed by the Spirit of God. Instead of skimming the surface for a few facts, this kind of Bible study will reveal the deep things of God. Thus the recitation rooms become holy, for the great Teacher meets with the students to open to their minds truths which mortals can not comprehend unaided by the

**Spirit.** Often the regular lesson is forgotten, and the room is filled with song, and praise, and prayer. The habit of bringing everything to the test of this unerring standard gives a knowledge of the Bible that enables the student not only to tell it to others, but he is strengthened and disciplined, ennobled and purified, by its sacred truths.

Besides the Bible study before mentioned, classes will be formed to study the prophecies and such subjects as are mentioned under the several departments.

Special attention will be given to the best methods of studying the Bible.

#### HISTORY.

The work in history is very closely connected with the study of the Bible, and the one great object throughout the course is to study God's dealings with nations, the results following the obedience or rejection by nations of the principles of Jehovah, and the development of the principles of Protestantism and republicanism. Beginning with the government as originally given man at creation, it traces minutely the rise and fall of one form after another as time went on, entering somewhat minutely into Israel's governmental history, its relation to the five great powers of earth, which were first benefited by contact with God's people, then rejected light, and in turn fell; history in the days of Christ; the rise and fall of the papacy; the

Reformation ; the growth of Protestantism in England and America ; the French Revolution ; and the prophetic end of all nations as illustrated by current history.

The object of the study is to prepare students for the new kingdom about to be set up, of which Christ is King of kings.

#### ENGLISH LANGUAGE.

The studies in English will be of such a nature as to make less prominent the technicalities of the different subjects treated, and give more prominence to the acquirement of a practical knowledge of the English language. To this end the following regulations will be employed :—

Every member of the Faculty will co-operate with the instructors of the English Department by requiring the correct use of the English language in all recitations. They will also frequently turn over papers which have been written by students in their classes, to the classes in English, for examination and criticism.

The elementary principles of rhetoric will be so interwoven with the instruction in grammar as to make the transition to the study of more advanced English, easy and natural.

Much time will be occupied in the study of the construction of Scripture passages, and of selections taken from religious and secular literature.

Students of this department will not be classified

with regard to what or how much they may have studied, but wholly on the readiness and correctness with which they are able to use the language.

No student will be considered capable of taking up higher English work until he is able to read clearly and understandingly, in private and in public, and to spell with creditable exactness.

Preparation of reports and expository articles for public reading and for publication will receive due attention.

Thorough courses in public speaking, in which pleasing manners, fluency, and exactness will be leading features, will be offered throughout the year.

Those who desire to become proof-readers will be given all needed assistance.

The study of literature will consist of selections from the best authors, basing the decision on the standard of truth. Poetry; especially that which can be set to music, will receive its share of attention.

#### MODERN LANGUAGES.

Classes will be formed in *German*, *French*, and *Spanish* whenever there is a sufficient number of students to warrant it.

The object of having such subjects in the training-school is that young people desiring to enter a foreign field may here make a study of the language. Only those who have a definite work in mind are encouraged

to enter these classes, since here, as elsewhere, the one purpose is to prepare laborers to carry the gospel into darkened fields.

*First Year German.*—This course will take the Bible as the principal text-book. Much attention is given to the conversational method. A careful study of the grammar is made. Translations will be required.

*Second Year German.*—The Bible, supplemented with German history and treatises on scientific subjects, will form the basis of the reading. Conversational drills will be a constant feature of this course. Translations.

After a student has completed these two years, should he desire to continue the study of German, opportunity will be afforded.

The same outline is applicable to French and Spanish.

#### ANCIENT LANGUAGES.

*Beginning Hebrew.*—This course will consist of Hebrew grammar, and in reading portions of the historical books, Genesis, Ruth, Kings, Samuel.

*Hebrew Poetry.*—A study of the Psalms, Song of Solomon.

*Prophets.*—A careful study of the prophetic books of Isaiah, and the minor prophets.

*Beginning Greek.*—First lessons in the New Testament Greek; Greek grammar.

*New Testament Greek.*—Translation and study of



various portions of the New Testament ; prose composition ; supplementary reading. More advanced work will be offered as needed.

After a student has completed these two years, should he desire to continue the study of Greek, opportunity will be offered.

*Beginning Latin.*— Lessons from Latin New Testament ; Latin grammar.

*Biblical Latin.*— Translation and study of portions of the Latin New Testament ; prose composition ; supplementary reading. Higher work will be offered as needed.

*Medical Latin.*— One year's work in grammar, and in exercises in which medical terms are chiefly used.

#### SCIENCE.

There are two sources through which God's character may be studied,— direct revelation, as his *Word*, and the *book of nature*, as interpreted by his Word. As the first of these means is made prominent in all work offered by Battle Creek College, so the second receives its due share of attention.

The sciences are the study of life in its various manifestations. God is life. The highest manifestation of that power on earth is seen in man, and all other forms are and were created for the better development of man in his approach toward the divine, for which reason *physiology* is made the central science

from which all others radiate. This, instead of being a mere text-book study of dead forms, will teach the principles of *life* and *healthful living*. The *nature-study* classes will be so conducted as to teach the interpretation of natural phenomena in those varied phases usually grouped separately as *physics*, *biology*, *botany*, *zoology*, *physical geography*, and *organic chemistry*. These same subjects, with *mineralogy* added, will be treated in another way in the study of agriculture or the proper cultivation of the soil as revealed in the Scriptures. This subject treats of the soil, methods of fertilizing, the relation of farming to physiology and the science of salvation, rotation of crops, pruning, fruit culture, etc. See page 300.

#### MATHEMATICS.

Mathematics is the basis of the exact sciences. It underlies all nature and all science, and is therefore the fundamental science of the universe, the plan by which the Creator works. The exactness of mathematics is simply the exactness of God's scheme; all nature attests this truth. Advancement in the physical sciences has proved to be a steady progress into the domain of mathematics. Higher science is intensely mathematical. The natural sciences are less so only because the infinite complexity of the phenomena of life baffles our finite attempts at exact knowledge. Furthermore, mathematics places within our reach a means of testing

and proving God. He is ever exact, ever precise, and mathematics is our means of expressing his exactness and precision. Mathematics shows us, more certainly than any other form of truth, that God can err in nothing, and therefore can make no mistake in his dealings with us. It bids us be sure of God.

*Arithmetic.*—As applied or practical, arithmetic is of value only as it is of use in every-day life, only those applications which are actually so used need be studied, and problems will be such as are encountered in the shop, the counting-room, and in ordinary experience everywhere.

*Algebra* is largely a science of equations; but equations are expressions of equality, and these equations would be impossible were it not that all God's ways are equal and unchangeable, and that the human mind, being fashioned in the image of God, is able to conceive and state this equality. It is our view of God's manner of thinking; in the study of algebra, our processes of thought are conformed to the Divine. The subject is taught as required in the sciences, and especially accompanies the study of physics.

*Geometry.*—A study of space relations is made practical by putting the principles to the test in carpentry.

*Trigonometry and Surveying, Analytical Geometry and Calculus,* as required in the more advanced sciences,

## ART.

In this department one hour's credit will be given for every two hours of approved work in the studio, under the direction of the instructor.

*Free-Hand Drawing.*—The elements taught by a series of studies in outline from objects in the studio, with the essentials of linear perspective.

Blackboard drawing has been introduced for the benefit of teachers and missionary workers who desire to learn the best methods of using crayon and blackboard in connection with their work.

*Pen and Ink.*—At first students will work with only pencil or charcoal. Later they will be taught the use of this medium in illustrating, and will be required to make drawings suitable for photoengraving.

*Outdoor Sketching from Nature.*—An application of the principles of drawing to the varied forms seen in the sunshine,—the trees, fences, and houses. The lakes and streams near the College afford good sketching grounds. Aerial perspective will receive attention in this course.

*Color* will be studied from still life groups and flowers in the studio. The medium used will be water-colors. Special arrangements can be made for work in oils.

*Antique.*—The class, in illustrating, will spend some time in drawing from the antique. A good line of casts is provided in the studio.

## SCHEDULE OF SUBJECTS.

*Bible I.*— Work adapted to students in the Ministerial Department, and arranged by ministers in the field, by whom instruction will be given.

*Bible II.*— Work adapted to students in the Teachers' Department, including Testimony study, doctrinal points, the life of Christ, etc., and closely connected with —

*Mental Philosophy.*— A comprehensive study of psychology from both a Biblical and physiological standpoint.

*Moral Philosophy.*— The philosophy of the plan of salvation; the principles underlying moral, civil, and national law, etc.

*Spirit of Prophecy.*

*Bible Finance.*— See page 308.

*Pedagogy.*— The science of teaching from the study of Christ as the model teacher; the Bible as the basis of the common branches.

*History and Philosophy of Education.*— Showing the struggle between true and false principles of education, and the effect of each on individual and national history.

*History and Civil Government.*— See page 327.

*Science.*— See page 331.

*Mathematics.*— See page 332.

*Bookkeeping.*— See Commercial Department.

*English Language.*— See page 328.

*Public Speaking.*— See page 329.

*Foreign Languages.*— See page 329.

*Classics.*— See page 330.

*Music.*— See pages 303-306.

*Voice Culture.*— See page 304.

*Drawing.*— See page 334.

*Sloyd.*— Paper, basket, and wood for the teachers.

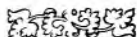
*Manual Training.*— See pages 310-324.

*General Missionary Work.*— Cottage meetings; Bible readings; city mission work; Sabbath-school; and study of foreign missions.

*Canvassing.*— Four classes for the study of "Patriarchs and Prophets," "The Desire of Ages," "Great Controversy," "Daniel and the Revelation."

*Nursing.*— Instruction in simple treatments by a trained nurse.

*Cooking.*— Both theory and practise in hygienic cookery.



## THE HOME.



STEPS OF WEST HALL.

“God would have his workers aim at nothing less than perfection, and strive earnestly for its attainment. Those who go out to the world as teachers of Bible truth should be cultured in mind and refined in manners. . . . In order that the students may be thus qualified for the work of God, the teachers must cultivate good manners and refined speech.”

“‘Be courteous,’ is a Bible injunction. We need to cultivate our tempers, taking ourselves in hand; and the very best way to do this is to learn diligently meekness and lowliness in the school of Christ.” Mere form is not in harmony with his teaching. “Some are in danger of making the externals all-important of overestimating the value of conventionalities. The results will not warrant the expenditure of time

and thought given to these matters. Some who are trained to give much attention to these things will manifest little true respect or sympathy for anything, however excellent, that fails to meet their standard of conventionality. Anything that would encourage ungenerous criticism, a disposition to notice and express every defect or error, is wrong."

It is that young people may cultivate a disposition in harmony with the spirit of the lines quoted that they are gathered into our family during their school life. Mingling, as it is necessary to do in the dormitory, with so many of various temperaments, and maintaining Christian courtesy toward all, cultivating a feeling of brotherly love, and laying aside personal aggrandizement for the sake of helping others, must have its effect in the formation of character.

*Non-resident students are matriculated only upon becoming members of the school Homes unless by previous arrangements made with the Faculty.* Since this is a place where young people are prepared for Christian work of many kinds, it has been found that the benefit derived from living in the Homes is even more noticeable than heretofore.

There is a spirit of consecration fostered, and with less to detract the attention, better results are apt to appear in the class room. It is the design to maintain a home for the students where they will be subject to only such restriction as would be expected in a



well-regulated, Christian family. To carry out these objects, careful, conscientious persons are placed in charge of the Home. The students who attend the College are no longer boys and girls, but young men



WEST HALL PARLOR.

and women with a purpose in life, and in expressing a wish to prepare for gospel work, they signify a desire to gain perfect self-control. This maintained, is all that is asked by the management. Whatever regulations assist in securing this end should commend themselves to those who appreciate their opportunity. Time for

study must be secured, freedom from the dissipation of social life must be gained, and the health must be guarded. To obtain these things for all, some control is requisite, and this can be secured according to fixed rules better than in a haphazard way.

Rules are not, however, expected to cover every-



THE DINING-ROOM.

thing. The student's own good judgment and sense of propriety must, in many cases, suggest to him the proper procedure. Students are expected at all times to do what is right.

Ladies will be permitted to receive gentlemen callers by permission of the preceptress, on certain days, which will be decided upon when school opens. All

calls must be made in the public parlors. One day in the week is designated at the beginning of the term as the opportune time for shopping, and students add to the harmony by conforming with as little deviation as possible to such regulations.

Each member of the school family will bring his



A PARLOR.

own toilet-soap, towels, napkins, napkin-ring, table cover for table thirty-six inches in diameter, pillow-cases, sheets, a bed-spread for double bed, rugs, two yards of heavy flannel for fomentation cloths for use in case of illness, work aprons, and a sewing outfit. Those who come unprovided with these things will be required to purchase them here. *All articles should be*

*plainly and durably marked in indelible ink, with full name of the owner.*

Students are expected to attend morning and evening prayers.

Students must not be strolling about the city or country on Sabbath (Saturday), but must regard the day, attending Sabbath-school and public worship. Calls should not be made or received on the Sabbath, but the day should be spent quietly at home unless special duty, with permission, calls elsewhere.

Regularity in diet is urged upon all. It is the object of the school to offer such articles of food as will be conducive to health. Students will not be allowed to have food in their rooms, except in case of illness. Friends should not send food to the College Homes. An evening lunch will be served on the European plan in the dining-room for those who feel the need of a third meal.

All teachers and students are expected to dress plainly and healthfully. It will be required in every case that the student's wearing apparel be in harmony with the necessities of the best physical development and good taste. Those in charge of the school will insist on a change of dress whenever that worn is judged to be a hindrance to good health and out of harmony with what is plain and neat.

## EXPENSES.

For all home expenses, furnished room, steam heat, light, bath-room privileges, laundry (starched goods excepted), etc., the use of the library and reading room, the rates are \$5.50 a month. These figures are based upon the supposition that two students occupy one room.

The rates for tuition are :—

\$5.00 a month.....	for 4 regular studies.
4.25 a month.....	for 3 regular studies.
3.50 a month.....	for 2 regular studies or less.

On entering the Home each student must purchase a meal ticket for \$7. Meals are served on the European plan, and this ticket lasts a longer or shorter time according to the will of the student.

This will make the student's total expenses for room, board, and tuition not more than \$17.50 a month.

The College has considerable work that can be done by students, and it has also made arrangements whereby work can be obtained outside. This work is furnished on a strictly business basis, and the student will be paid for what he actually does. As far as possible, the work will be arranged on the piece plan; this will be treating justly those who work rapidly and faithfully, and will educate the slow and plodding student to move more quickly. It is not our object to

pay students for what they do not do. If the work is not done in a neat and workmanlike manner, the College is under no obligations to accept it; however, no one need feel that there will be any advantage taken, as it is the purpose of the management to treat every student in a Christlike manner.

We guarantee to the Home students who work satisfactorily and *who cheerfully comply with the principles of the institution*, enough work to reduce their home expenses from \$5.50 to \$3 a month. As far as possible, this work will be arranged to come at a regular time each day; but students who desire to pay part of their expenses by work must be willing to do the work whenever it is offered them, provided it does not come at a time when they have recitations in their regular classes. Failure to do the work when it is offered will release the College from its obligation to furnish the student this amount of work. The College must have the privilege of saying when the work should be done, and students who are paying their expenses in this way must arrange with the head of the Industrial Department so that they can be ready for duty whenever the work is offered. At certain seasons of the year there is more work to be done than at others. In times of necessity it is expected that students will work more than the allotted amount with the expectation of lightening the labor when the rush is over. The management attempts so to arrange the

duties that the greatest number may be accommodated, and asks in return the cheerful and hearty co-operation of student laborers.

By taking advantage of the before-mentioned opportunities, and boarding on the European plan, students may reduce their expenses to an amount considerably less than \$17.50 a month,—even as low as \$13.50 a month.

All expenses must be paid in advance on the first day of each school month. Students who do not make their remittances promptly, or make arrangements with the management, will by such a course drop themselves from the school, and will not have the privileges of a student until they have settled their bills (\$7 for meal ticket, \$5.50 for room and house expenses, and \$5 for full work in school).

One who does not pay \$17.50 to enter the Home, or \$5 for tuition in advance for his first month's expenses, will not be received into the school *unless under special arrangements*. If the student desires to earn part of his way by service, the amount thus earned will be deducted from the following month's expenses; but the student must always have a full month's expense paid in advance.

A few of the rooms are larger or smaller than the average, and for these a slight variation in rate will be charged.

In making out bills to students time will be reck-

oned from the first or middle of the school month during which the student enters.

No deductions from regular charges will be made for an absence of less than two weeks during any part of the year, unless, under the advice of a physician, students withdraw on account of ill health. Under such circumstances the Board of Trustees will refund as much as in its judgment seems just.

The payment, at the time of entering, of an incidental fee of fifty cents, will be required from all resident students, to be used in the support of the library and reading-room.

Students entering the natural science classes and those doing laboratory work will be asked to deposit \$2 per term to cover incidental expenditures, breakage, or damage of apparatus. The amount over and above actual outlay will be refunded at the close of the term.

It is expected that all students will have respect for College property; and in case of destruction of property of any kind, such as breaking windows, dishes, furniture, tools, etc., only the actual cost of replacing the same will be charged, if those doing the damage report it at the business office within twenty-four hours after the damage is done.

Students will be matriculated and examined free of charge the first day of each school term. After the first week of the College year, those who enter at any other time will be charged a registration fee of \$1.



Students who have registered, and desire to change their classes, or to drop or enter a class during the quarter will be charged fifty cents for each change made.

## MUSICAL INSTRUMENTS.

Sacred-music and piano students will be expected to furnish their own instruments for practise. These may be rented at reasonable rates.

No reduction can be made, except by special arrangement, for lessons missed by pupils.

## TUITION FEES.

Piano, private lessons (40 min.), one lesson a week, 1st and 2d years.....	\$ 75
Piano, private lessons (40 min.), one lesson a week, 3d, 4th, and 5th years.....	1 00
Organ, private lessons (40 min.), one lesson a week.....	1 00
Harmony, private lessons (40 min.), one lesson a week .....	1 00
Chorus.....	Free

## SACRED MUSIC.

Work in this department will consist of instruction on the organ or some other instrument, with study of harmony and voice culture. No tuition is charged for those who are preparing for missionary work, but an entrance fee of ten dollars will be required at the beginning of the year. In no case will this fee be refunded or transferred.

The chorus classes are free to students.

## GENERAL INFORMATION

## WHO ADMITTED.

Nothing would give more pleasure to the managers of the College than to receive all who apply for admission. However, such a course could not be pursued without injuring many who might be accepted, and defeating the object for which the College was established. In the past the absence of church and conference schools compelled the College to receive individuals who, on account of age, ability, and experience, were unprepared to enter a training-school. Neither were they strong enough in purpose to withstand the temptations existing in a city, and to pass safely through the peculiar experiences which must be met in Battle Creek,—experiences which strengthen the faith and character of those who should be here, and weaken those who ought to be in the schools that are situated in the country, free from these peculiar difficulties.

“Those who come to the Battle Creek school should be speedily and thoroughly pushed through such a course of study as would be of practical value.” “Give students a start, but do not feel that it is your duty to carry them year after year.”

Students who are planning to spend a number of years in school must complete the work offered in the

church and conference schools before they will be admitted to the College. Only those of mature minds who, after a short course of study, can and will put into practical use what has been learned, should apply. After putting their knowledge to a practical test in actual work, they can return to the College to pursue further studies.

Positively no person will be allowed to enter the College who has not been previously accepted. Those desiring to attend school should fill out the blank found on page 401, of this announcement, and send it to the Battle Creek College, Battle Creek, Mich.

#### GENERAL MISSIONARY WORK.

The Battle Creek College is a very good place to do missionary work. Instruction and opportunity for practical work will be given in holding cottage meetings, small prayer-meetings for the students, Christian Help work, also teaching in Sabbath-schools; there will be openings for young men, who are preparing for the ministry, and for canvassers to sell books. The foregoing lines, with the mission studies, entered into with spirit, will surely keep students alive.

#### FORMATION OF CLASSES.

The College advertises a large number of studies. We do this to meet the minds and needs of all, but no

class will be started unless the number wishing to enter is sufficient to warrant it; this will be left to the discretion of the Faculty. Private pupils can have the benefit of tutors furnished by the College at reasonable rates. In case students are deficient in some branch which would prevent their proceeding with the class, they will be obliged to do work with tutors.

#### EXAMINATIONS.

All students will be required to pass an examination upon entering school, to determine what classes they should join. Due respect will be paid to credits from other schools, and students are invited to present such the first term of their stay at the College. If the Faculty is satisfied with the ability of the students along the lines for which they have previous credits, these credits will appear upon our certificates or recommendations. It must be evident to all that this is the only safe course to pursue, when it is understood that a certificate or recommendation from the Faculty mentioning the amount of work done will express what the student really *is* at the time he receives his certificate of recommendation, not what he has been.

A final examination will be held on each study whenever it is completed, and more frequent examinations will be held at the discretion of the instructors.

Any student present at less than four fifths of the class exercises in any study, may be required to pass a more extensive examination.

Students will not be admitted, who fail to pass a satisfactory examination upon the College calendar, the present number of the ADVOCATE. They must be thoroughly acquainted with its requirements.

#### BOARD AND ROOM.

Believing that they should have full control of those for whom they are held responsible, the Board of Trustees require all unmarried students whose parents or legal guardians do not reside in the city, to live at the College Home. Failure to comply with this regulation will justify the Faculty in declining to receive a student for examination and classification. In exceptional cases, special permission may be granted for living with relatives. Such a request, with the reasons therefor, should be presented in writing to the president. Those who, in the judgment of the Board, are unable to meet the expense of living at the Home, are permitted to secure approved places where they can work for their board. *Students are not allowed to board themselves.*

#### INDUSTRIALS.

It should be clear to the mind of each student-laborer in the employ of the College that all money earned will be applied on board, room, and tuition, and the school should not be asked to pay cash. Only a limited amount of work can be furnished, and the numerous calls for assistance in obtaining an education

make it advisable to give the largest number possible the benefit of work.

Great care will be exercised in the selection of young people to enter the industrial departments with a view of paying their expenses with work. None under eighteen should apply. Only those who earnestly desire an education which will prepare them for usefulness should think of making application. Prior to matriculating, definite arrangements must be made by correspondence, recommendations sent, and acceptance stated.

#### TUITION.

“We do not want a dark cloud to gather over us in the form of a debt. We do not want our debt to accumulate. In our schools in America, the price of tuition for students has been set too low, and the managers of the schools have become convinced that even with proper economy they could not continue these low prices.”

In harmony with these thoughts, the tuition has been raised one dollar a month. Other expenses remain practically the same, but the fact that whereas students formerly spent from three to seven years in the College before being considered capable of taking any definite field work, and that now a much briefer course is offered, students can afford to spend a little more on each year's schooling. The Lord has said that when right principles of education are followed,

as much can be accomplished in one year as before required five. Not only has the time been shortened, but the aggregate expense is less, hence students will see the justice of a slight raise in tuition. "Far better let all the students share in the expense than allow the school to bear the whole weight."

#### LIBRARY.

The library consists at present of about three thousand volumes. In connection with this is a reading-room.

#### LECTURES.

There will be a number of lectures given during the year. The College is specially favored in this respect, as many eminent men visit the Sanitarium, who are willing to address the students. Lectures will be delivered by members of the Faculty from time to time, and there will also be lectures illustrated by the use of the stereopticon.

#### MUSEUM.

In addition to many curious and interesting articles donated by friends of the College, in different parts of the world, the museum contains a set of Ward's casts of fossils, and quite a complete line of specimens illustrating mineralogy and geology. The College desires to acknowledge its obligations to those who have contributed to the museum in the past, and to request a continuance of their favors.

## MISCELLANEOUS.

The College can be reached by hack, or by street-car, which runs direct to the College grounds.

Books and stationery are kept for sale in the College building. Second-hand books may often be obtained.

Mail is delivered at the College each day. Correspondents should add the word "College" to the address of students.

The scholarship of each student is recorded for permanent reference.

A certificate of scholarship is given to each student at the close of each term, showing his standing in the branches he has studied.

PRINCIPLES OF DISCIPLINE IN BATTLE CREEK COLLEGE  
GOVERNING ALL STUDENTS.

"Exact and impartial justice should be given to all, for the religion of Christ demands this; but it should ever be remembered that firmness and justice has a sister, which is mercy.

"The health should be as sacredly guarded as the character.

"The student who desires to put the work of two terms into one, should not be permitted to have his own way in this matter. Studies should generally be few and well chosen. Those who attend our colleges are to have a different training than that of the common schools of the day.



“Every student should devote a portion of each day to active labor.

“Every son and daughter should be called to account if absent from home at night.

“Among the most dangerous resorts for pleasure is the theater. The only safe course is to shun the theater, circus, and every other place of amusement.

“Card-playing should be prohibited. The prince of the powers of darkness presides in the gaming-room and wherever there is card-playing.

“In our schools lights should be extinguished at 9 : 30.

“Many students have made their studies the first great object, and have neglected prayer, absented themselves from the Sabbath-school and the prayer-meeting, and, from neglect of religious duties, they have returned to their homes backslidden from God. The most important part of their education has been neglected ; this must not be made the last, but first.

“We have felt deeply over the condition of the young men who seem to have little sense of propriety in their association with one another. To be useful, companionable, and cheerful is your privilege; but this hilarity and wicked nonsense is degrading to young men who have been given the talent of reason. There is no excuse for your low, cheap, common conversation and heedless frivolity. You grieve away from the school the Holy Spirit. The school wa

established at a great expense, and the rates of tuition placed at a very low figure, to accommodate a class of students who ought to know how to behave like gentlemen, if not for the credit of the school, for their own sakes, but who dishonor themselves and their Maker. If you do not and will not consent to be under control and behave yourselves like gentlemen, you have the privilege of returning to your homes. It is the duty of the principal and teachers to demand perfect order and perfect discipline.

“One thing can not be allowed: the rooms that have been dedicated to God can not be defiled by improper conversation and lawless course of action. I am so glad that we have not had the experience we had in — in young people forming attachments, girls with young men and young men with girls. We have told the students that this can not be. Some of the leading ones in disorder thought the restraint in this line too hard, but we have called all things by their right names. Again and again I have stood before the school with messages from the Lord in regard to the deleterious influences of free and easy association between young men and young women. I told the students, if they did not keep themselves to themselves and make the most of their time serving the Lord with mind, heart, soul, and strength, the school would not benefit them, and those who had paid their expenses would be disappointed. They could return to their

homes any time if they decided not to stand under the yoke of obedience, for we did not design to have a few leading spirits demoralize the other students.”

No student shall enter or leave any class of any department except by permission of the president.

Permission for absence from the College during the school sessions must be obtained from the president.

No student shall receive private lessons or engage in teaching except by permission of the Faculty.

Each student will be required to pay for damage done by him to the property of the College.

Any regulation adopted by the Faculty and announced to the students, shall have the same force as if printed in the calendar.

Every student who enters the College must conform to the before-mentioned principles.

Whenever the Faculty shall decide that a student has violated any of the before-mentioned principles, said student is considered by his own action to have severed himself from the school; and it is left to the discretion of the Faculty to readmit any such student to the school.

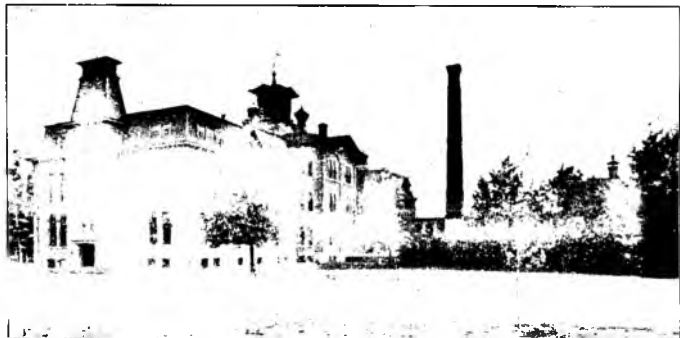


## CHRISTIAN EDUCATION.— A MANUAL OF PRINCIPLES.

IN the eternal purpose of God, purposed before the world began, repose the first principles of Christian education. In that "God so loved the world that he gave his only begotten Son" is hidden the mystery of which Christian education is a part. That mystery which was hidden for ages, which angels desired to look into, is revealed in Christ, who is the great Teacher, and is to be unfolded before the eyes of the world in the development of the character represented by those who welcome the return of the Saviour.

The Father identifies himself with the creatures of his hand, and that which restores the lost image in man is a source of training which is known as Christian education. That this must differ widely from the methods of secular schools is plain upon the face of it, and yet many, while realizing that there must be a difference, fail to grasp the points wherein that difference lies. The working out of the plan is most fully seen in the instruction given Israel, according to which the schools of the prophets were conducted. A careful study of these schools and those parts of the Scriptures which speak of education reveal the following facts:—

“The purpose of these early Christian parents, as of the ancient Jews, was to train up their children in the fear of God. . . . As a result, they grew up without a taste for debasing pleasures; they acquired simple domestic tastes, and when the time came, they took their places as consistent and earnest workers in the church.”— *Painter, “History of Education.”* The



THE COLLEGE BUILDING FROM THE NORTH.

chief subjects which engaged the attention of students in these schools were the law of God, the instructions given to Moses, sacred history, sacred music, and poetry.— “*Christian Education,*” p. 62; compare Deut. 6:1; 2 Chron. 17:9; Ps. 78:5-7; Ex. 12:26, 27; Deut. 32:7.

Music formed a large part of their worship; they used both the voice and instruments. 1 Chron. 25:6-8. Manual training was added to the mental culture given,

and the variety of work offered may be learned from Elisha's experience with his students, as recorded in the first six chapters of 2 Kings, the last chapter of Proverbs, and the records in the New Testament, which reveal the fact that every Jewish child, whether rich or poor, was taught a trade. Paul, the pupil of Gamaliel, was a tent-maker by trade. The following list of studies may well command our attention as offering a thorough course for any school:—

Bible. 2 Chron. 17:9.

Sciences. 1 Kings 4:29-34; Dan. 1:4.

Agriculture. Deuteronomy 28; Prov. 20:4; 28:19; Eccl. 10:4, 6; Leviticus 25; Isa. 28:24; etc.

Horticulture. Lev. 19:23-25.

Stock raising. Deut. 22:1-4.

Theology. Titus 1:7; 2 Tim. 4:1-5.

Common Branches. Deut. 6:7-9; 28:12-14.

Philosophy in general. Study the proverbs of Solomon. 1 Kings 3:16-28.

Mental Philosophy. Prov. 23:7; 27:17.

Sacred Music. }  
Vocal Music. { 1 Chron. 25:6-8.

Bookkeeping. Luke 19:6, 7.

Banking and Exchange. Deut. 23:20; 1 Kings 5.

History. Deut. 32:7.

Pedagogy. 2 Tim. 2:24, 25.

Physiology. Read Leviticus 13, 14. Every priest was a physician, and understood physiology and medicine.

Literature. Eccl. 12:9-12.

Cooking. 2 Kings 4:38-41; Prov. 31:15.

Diplomacy. 2 Chron. 9:23, 24.

Surveying. Deut. 19:14. For the division of the land of Canaan, see Joshua.

Manufacturing and mechanical arts. . Ex. 35 : 30-35 ; 1 Sam. 13 : 9.

Book-making and Binding. Eccl. 12 : 12.

Tent-making. Acts 18 : 3.

Masonry. Eze. 13 : 10.

Carpentry. See Christ's life.

Gardening. Prov. 31 : 15.

Sewing. Prov. 31 : 13, 16, 17, 19, 20.

Dressmaking, Spinning, Weaving, and Tailoring. See sewing.

Shorthand. Jer. 36 : 4.

This education, thorough as it is seen to be, began in the home, the mother being the first teacher, assisted by the father. Then came the Levites as instructors, and later, the schools of the prophets.

This outlines the system which it is proposed to follow at the present time. We are in need of the same strict adherence to the law of God, the same strength of character, which it was in the providence of God for the Jewish nation to develop.

It is therefore the plan, first, to encourage parents to study with, and teach, their children.

Secondly, To establish church schools for children over eight years of age. The work to be done in these church schools will be referred to later on.

Thirdly, To conduct state or conference schools where young men and women can receive thorough practical instruction preparatory to completing their education in the —

Fourth class of schools, the College or training-school

for Christian workers, from which workers will be drawn for all other departments of the cause.



A FAMILY SCHOOL.

### HOME SCHOOLS.

Lessons on various topics are offered in the pages of the *ADVOCATE* for home use. Books and pamphlets of special interest to parents will be issued from time to time in the *ADVOCATE* series.



**CHURCH SCHOOLS.**

The work of this grade of schools is most important, as it takes the child when first away from the parent, and gives those impressions which are most enduring. It is then, of all grades, the most important. The ideal school will aim to have, as one of the teachers of the past year expressed it, in speaking of the arrangement of her program, "the minimum of subjects, with the resulting maximum of time for each exercise."



A WISCONSIN CHURCH SCHOOL.

This is an object for which all educators are searching, and the problem is solved by the proper correlation of

subjects. As expressed in the course of study in one German school, "Physics, natural history, geography, history, and such branches as are *thought bearing*, should be made to yield a plentiful crop of models for language work, so that the entire course of study becomes a homogeneous whole."

Certain classes of educators have done much in the line of correlation. For instance, Herbart has offered an excellent system whereby well-trained teachers are doing an excellent work in some parts of Europe. He takes some work of literature as a basis, having the students live and act the life of the characters described, drawing therefrom the material for all work in language, history, mathematics, geography, reading, writing, spelling, drawing, science, etc., in fact, a complete study of the common branches. If men can use, with such good results, the works of common authors, what may we not do with the material offered by the Scriptures? The cause of the failure of the systems based upon correlation in the past is due to the fact that no subject could be found which would bind all the work together; in other words, *truth* was lacking. When we take the light given us that the Bible should be made the basis of all educational effort, and make the application, the problem is solved. It only awaits more careful demonstration. All-round teachers are needed, professional teachers, those who are willing to devote the energies of a lifetime to the development of

these principles, and are not taking up teaching as a stepping-stone to other professions.

In regard to the use of text-books in these schools, it will be found that the more perfectly the system is developed, the fewer the books placed in the hands of the student. The words of the rector of a German school voice our needs: "We sound the battle-cry, 'Elimination,' all along the line. We want to eliminate much from an overcrowded course of study in geography, grammar, and arithmetic, and add more literature and history so as to counteract the vicious influences of bad reading-matter, smuggled into the hands of our pupils by, Heaven knows, unscrupulous publishers. We want to do more in *manual training*, more in the so-called accomplishments, drawing, music, etc., introduce a little bookkeeping, and thus make the common-school education what it ought to be, — practical. *We want to teach less for oblivion than hitherto.*"

By taking such thoughts as these, and placing the Bible and physiology in their positions as the two leading subjects, the mystery is solved. Hence there is offered in the church schools six grades of work, covered by the following groups, whose work briefly stated is: —

- GROUP I.

*Bible.*—Stories of Bible characters told by teacher, repeated by children. History of leading men in denominational history.

*Physiology and Hygiene.*—“Healthful Living” as a guide; truth told in simple form; instruction in simplest treatments of colds, cuts, etc.; proper foods and combinations, and how to dress healthfully.

*Manual Training.*—Sewing; sloyd; simple household duties; gardening.

*Correlated Subjects.*—From each of the lines of work given will be gathered material for reading, writing, spelling, numbers, composition, language, memorizing, nature talks, drawing, music.

#### GROUP II.

The same basic studies as in Group I, adapted to children who can read. Manual training more advanced, history more definitely given, geography of school-yard and city, and map drawing introduced; music.

#### GROUP III.

*Bible and Old Testament History.*

*Physiology.*—A basis for the study of various manifestations of life.

*Bookkeeping and Arithmetic.*

*United States History and Civics,* studied through the rise and progress of Protestantism and republicanism.

*Geography,* with the study of missions.

The correlated branches remain as above, but

work is adapted to pupils from ten to fourteen years of age.

*Music.*

*Manual training.*

#### A LESSON IN CORRELATION.

The subject chosen for the year's work in Bible was the life of Moses, and it was the plan to have the children live every detail of the story so far as it was possible to do so. The children were in age from eight to ten years, no brighter than children in ordinary schools, but the teacher had determined to use every means to arouse their active minds and induce connected thought. They had been in the habit of giving some time each day to Bible study, with arithmetic and language, geography and nature, as separate classes. A new plan was to be adopted. The idea of schoolroom quiet and precision was dropped so far as possible, and it was announced that all would study together for a while, then all would have a general romp out-of-doors for exercise.

I dropped into the schoolroom one day, and this explanation was given me. The teacher stated that for some time the second chapter of Exodus had been the reading-book, but that two or three verses at most furnished material for an hour's study. I ascertained, after listening a few minutes, that verses five and six formed the subject under discussion.

The lesson began by a review of the history of the life of the child Moses from his birth to the lesson of the day. This was told simply and minutely, and yet with such earnestness that I could scarcely refrain from weeping, and I found myself so deeply interested that I involuntarily picked up a Bible to see if all the child told was in the record I had so often read. I could not take a verbatim report, but as nearly as I can repeat it, the child spoke as follows :—

There were two Hebrews who belonged to the tribe of Levi, and they loved each other so much that the man asked the Jewess to become his wife. They were both slaves in Egypt. Years before their fathers had been led there because of famine in their own land, the land of Palestine. Joseph was the great uncle of this man and woman, but after Joseph's death the people were cruelly treated.

Then the child told briefly of the law passed by the ruler of Egypt, who was called Pharaoh, to have all the baby boys put to death.

Amram and Jochebed had two children, Miriam and Aaron, and then Moses was born. Usually Jews were very happy when a baby boy was born, but this time there was great fear in the house. These people lived in northern Egypt near the Nile, in the country called Goshen. Jochebed kept her baby hidden in the house until he was three months old. She did not even dare tell her neighbors, for fear some Egyptian

would tell the officers, and they would come for the child. Miriam, who was about ten, and Aaron a boy of two, loved the baby and kept the secret with their mother, and when the baby cried, they were careful to go into an inner room lest it should be heard.

But every day made the danger of discovery greater. One night as this family gathered together before bedtime, they prayed earnestly for the baby, and asked God to care for him. Jochebed told her plan to Amram and the children, and all wept and watched. A little basket was made of rushes woven by the mother. Miriam gathered the rushes and brought mud and slime from the river for her mother to use.

Here the children produced model baskets of the shape they thought would hold a baby. These they had woven from palmetto in the sloyd class. The baskets were very neat, and as I examined the scale and pasteboard frame, and noted the accuracy required, even to the fraction of an inch, in order to make the corners and put the cover on properly, I saw the practical application of arithmetic.

Lack of space prevents me giving in further detail the story as repeated by one child after another. Conversation was carried on in a free and easy manner. The teacher frequently asked questions which started anew the train of thought. Some of the baskets were rendered water-tight by a gummy preparation which the children applied. The baskets were neatly lined, a

small pillow made, and a doll dressed as a baby of three months. All this sewing was done by the children.

At intermission the teacher told me the children often played house, one personating Amram, another Jochebed, and still others the brother and sister. The baby would be tearfully placed in its cradle, and carried, as they pretended, in the quiet hours of the morning to the river brink, and hidden among the rushes. Then the faithful Miriam would take her stand afar off to watch what should happen. All this was delineated with the greatest accuracy and feeling, and as they talked among themselves, they freely expressed feelings of anxiety and faith, told of the love of God, and prayed him to watch over the baby.

Upon request of the teacher, several of the children handed me their language books. Here I found their written account of the story. The work was a model of neatness. The vertical system of writing was employed. Only twice did I notice a misspelled word, and these were carefully corrected. The story was arranged in chapters; at the head of each was written the verse or two, a description of which followed. In the margins, which were wide and straight, there were occasional sketches. For instance, verse 5 had a few flags represented in water colors, and I found in one or two books that the children had cut the picture of an Oriental house from some book or paper, and used it to represent the home of Amram and Jochebed.



The lesson for the day was as free from restraint as this review had been.

*Teacher.*— Whom do you see coming to the river?

*Pupil.*— I see Pharaoh's daughter. She is a beautiful woman, and wears handsome clothes.

*T.*— Tell us how she dressed.

*P.*— Her clothes are not like those worn by women to-day, but are loose and flowing.

*T.*— How did the princess look?

*P.*— She had dark hair, large, dark eyes, and wore many jewels. I have seen pictures of Egyptian women, and they had dark skin, but were not black. Cleopatra was an Egyptian, was she not?

*T.*— Yes; and I imagine Pharaoh's daughter looked something like her. Tell me how her maidens looked.

*P.*— I think they were very tall and straight, and carried things on their heads.

*T.*— Why do you think that?

*P.*— Because that is the way Rebecca carried water-pots, and I have seen pictures of these women. They had to walk straight to do that; and they could not do it with high heels on their shoes.

The conversation drifted into healthful dress, grace of carriage, and the benefit of bathing out-of-doors. Then one little girl who had played the part of Miriam asked to tell of the finding of the baby. The narration was well given, and the children sat with wide eyes while she told how her heart beat when she saw the

princess point to the basket, and heard her tell two of the maidens to fetch it. "When the cover was raised, I heard the baby cry," said the child, "and then I walked softly toward the group of women, and heard her say, 'This is one of the Hebrews' children.' I asked if she would like a nurse. I almost feared to do it, but when she looked up and saw me, she told me to hurry and find one."

*T.*—What was the baby named?

A chorus of voices said, "Pharaoh's daughter called him Moses, because she drew him out of the water."

The teacher added some interesting points from history about the Pharaoh then living, showed some pictures, and told of court life.

They closed by spelling a number of new words which had been used in the course of the conversation, writing them in sentences, and went for a respite in the garden which was cultivated in the rear of the school.

This lesson is given as a sample of the work done when the Bible is made the basis of the common branches. Thoroughly practical teachers, possessed of an all-round education, are needed so to train children that Christ will be the center of all.

### THE STATE SCHOOLS.

Students who have completed the work offered in the church school can continue their studies in one of the

conference schools. Two of these, known as academies, are now in existence, one at Cedar Lake, Mich., and one near Marshfield, Wis. Illinois and Indiana are making preparations to start a similar work. Following the instruction so often given, these institutions are located away from the cities, where abundant opportunities for manual work and pure country air are afforded.

#### WOODLAND ACADEMY.

This is situated in Wood County, Wis., eight miles south and four miles east of Marshfield. It is eight miles north of Pittsville, and three west of Arpin.

The farm consists of two hundred acres of fine land which was donated to the Seventh-day Adventists of Wisconsin for the establishment of a conference school. This land is high and dry; the soil is very fertile, and the place, when improved, will make a beautiful home. That which was but a forest a short time ago is being transformed into a fine farm as fast as labor will do it. The management expect to establish all the industries and raise all the crops that can be made profitable in the country where it is located. The intention is to give our young people a splendid chance to obtain a Christian education in the country, where their health and their morals may be well cared for. They will also have the opportunity of materially cheapening the expenses of their education by learning a trade and working at it while they attend school. In an institu-

tion like this the student can acquire physical skill and strength while he gives attention to the essential literary lines.

The building is a complete home combined with the school edifice, and comprising in its outfit all the essentials for comfort and convenience.

#### CEDAR LAKE ACADEMY.

At the Michigan State camp-meeting held at Owosso in 1898, a lively interest was manifested by those assembled, in educational work. A number of church schools were started as a result. Money was also pledged for the establishment of a conference school.

The circumstances connected with locating the school were of such a character that the leading brethren of the State felt that the Lord was the guide in this work. Cedar Lake, a small village near the center of the State, and at one time a prosperous lumbering town, was chosen. In its prosperous days the town erected a fine school building, costing about five thousand dollars. The hopes of the citizens were never realized, population decreased, and the school building was practically useless, though as good as new. It has a campus of several acres, situated about one-half mile from the village, overlooking it and a small lake, with a splendid view of groves of native timber. Elder Gowell, president of the Michigan Conference, with others, visited the church at Cedar Lake during the early

fall, and gave some instruction to the brethren and their neighbors on the subject of Christian education. The citizens of the village and surrounding country became interested in the ideas presented to such an extent that they felt it would be to the advantage of their community to have such a school established in their midst. The relation of manual training to mental work was made very plain. The threefold development of soul, mind, and body was made so prominent that none could fail to understand what the real purpose of the school would be. No inducements were held out to the citizens that would lead them to think that the school would be of a worldly character. The citizens took the matter in hand, and after due consideration voted to sell the school building to the Michigan Conference for the sum of one dollar. Those who have been most closely connected with this enterprise have never doubted the leadings of the Spirit of God in establishing the school in this place. As soon as the buildings and grounds were secured, a lively interest was manifested by our own brethren in the State.

To-day Cedar Lake Academy is a fairly well-equipped school with one hundred and twenty acres of tillable land, situated three miles from Edmore, which is a wide-awake town, affording a good market for fruit and vegetables which can be raised by the students. The school is supplied with fine spring-water. Dormitories are now in process of erection, which will give the

school room to accommodate one hundred and twenty-five boarding pupils. Cedar Lake Academy is a preparatory school to Battle Creek College, with Prof. J. G. Lamson as principal.

#### WORK OFFERED.

The conference or State schools will do a work preparatory to the course offered at Battle Creek College. A church school will be connected with each academy, but academy work proper will begin with subjects usually classed as eighth-grade work, and students finishing will be prepared to take such special instruction as is offered in the training-school at Battle Creek, preparing workers for the field.

While it will be necessary to modify the work to suit particular cases, the conference schools will offer —

*Bible.*— Three years' work, covering the Old Testament history of Kings and Chronicles; Daniel and the Revelation, which forms a basis for more modern history and civil government; doctrines held by Seventh-day Adventists, with "Early Writings" as the basis of study.

*History.*— Largely correlated or alternating with Bible, covering history of ancient Israel; a thorough study of United States history, beginning with the days of Christ and tracing principles of Christianity from the early church, through the Middle Ages, into the Reformation, and finally as developed in America, the

home of the free; these same principles compromised at the adoption of the constitution, at various times prior to the Civil War, and at the present time.

*Civil Government.*—A study of the formation of the American constitution, and its underlying principles.

*Language.*—A thorough study of grammar, composition, rhetoric, and Scripture writers. This work is correlated with Bible and science.

*Science.*—The study of man made the basis for the principles usually known as physical geography; physics and physiology correlated; botany and zoology in relation to physiology; farming; gardening; etc.

*Mathematics.*—Bookkeeping as the basis for applied arithmetic; algebra as required in physics; geometry and carpentry combined.

*Manual Training.*—Gardening, carpentry, printing, tent-making, cooking, sewing, etc.

*Drawing.*—Free-hand sketching will be used throughout the course in illustrating science and other branches. It is the aim to make this highly practical.

*Music.*—Vocal culture will be carefully pursued throughout the course. Students will be encouraged to become proficient in the use of the organ and various smaller instruments for sacred music. God is to be praised in song, and on the harp and psaltery.

*Reading* is a subject to which special attention will be given. The requisites of a good reader are stated in Neh. 8 : 8 ; and while students will not be burdened

with a study of oratory and elocution, they are supposed to be *good* readers before asking admission to the College.

*Writing* will be taught in connection with other lines, especially bookkeeping and language, and it is a principle worth following, never to let pass a mistake or carelessly written expression.

Further particulars may be obtained by addressing the academies.

### JACKSON MISSION.

One of the most encouraging features of the College extension work is that which has been conducted at Jackson the past six months. The undertaking, which was an experiment in some ways, for, while a number of medical missions had been successfully carried on, a city mission, conducted by students, in a measure on the plan of a college settlement, and plainly and clearly announcing its mission as a Seventh-day Adventist institution, and its purpose to do purely gospel work, was a departure.

Jackson, Mich., was chosen because it was within easy reach of Battle Creek, and afforded a good opportunity to test the principles of working for the poor and needy, and to give students an opportunity for practical experience in city mission work. In quite a providential manner, a large building was secured. For the nominal sum of \$15 a month, the owner repaired the building, adapting it to the needs of the workers, and



they now have a large assembly hall on the second floor, with five rooms above for the mission family. The mission has been superintended by a member of the Faculty, but actual work has been in the hands of students. One or two young men have remained with the mission from the first. A man and his wife have the immediate oversight, and from time to time students from the College, who are interested in missions, spend from two to four weeks in Jackson.

From the very first, the blessing of God has attended these efforts. The lecture hall is well filled each evening, and many remarkable experiences have been witnessed. The work in the hall, however, is but a small part of the actual labor bestowed.

During the severe winter weather, the students searched for the poor, brought their needs to the attention of more fortunate neighbors, and thus provided food, clothing, and fuel for many who would otherwise have suffered.

Many Bible readings have been given, and excellent results are seen. The penitentiary affords a good opening for laborers. Eight have accepted the Sabbath, and many others are on the point of decision. Instead of abandoning the enterprise during the summer season, arrangements are now on foot to place a tent in Jackson, and conduct a Bible school. Several principles have been put to the test and satisfactorily proved: A mission can be conducted on denomina-

tional lines; students can profitably engage in this work as a part of their college education; constant effort is needed to accomplish any lasting good.

Another year the work will be enlarged, and it is planned to do more for children in the larger cities. It is toward the accomplishment of such plans that much work will be done in various departments of the College.

### THE SOUTH.

Besides the numerous church schools, the Jackson Mission, and the various phases of missionary work carried on in Battle Creek, there has been a field before us as a school which for years has sent its plaintive cry into our midst, but until of late the wail of misery has been unheeded. Almost at our door, but a few hundred miles to the south, lives a degraded race, brought to its present condition by the treatment received at the hands of white taskmasters. As God heard the weeping of Israel in Egypt, so his great heart of pity has long yearned for his people in the South. With minds darkened by years of servitude and habits of carelessness engendered by the crushing out of hope, the Southerners have come to regard the negro as a hopeless case; further, it seemed to them that education, should it reach their minds, would but render turbulent a mass of humanity which it would fail to elevate.

The South is a hard field, a very unsightly field, but God's truth can bring in a better state of things, and it was felt by many that the principles of Christian education now being revealed to man were better adapted than any others to the mind of the negro. Teach him to work, show him the power of the Creator in the growing corn and beans, let him learn the lessons of neatness and thrift, and for once in his life let him be free from his land owner, be master of himself, and he would in a measure at least be able to receive gospel truth.

Such thoughts struggled into life and led to two visits to the State of Mississippi by members of the Faculty. A man and his wife, for a time students in the College, were sent as teachers to Vicksburg under the direction of the General Conference. After looking over the field with great care, it was decided to purchase land near Calmar, Miss., place a farmer in charge, and later on connect with the farm a school where young white people who desired to work in the Southern field could receive the necessary training near the site of their future labors.

It was the design to establish many small schools in various localities to teach the colored people to work, and then by following the truths on Bible farming, let the land cultivated and the crops raised tell the story of the love of God.

The recent mob at Calmar, by which some damage

was done, and Elder J. E. White was threatened, and told not to ply his boat, the "Morning Star," anywhere between Yazoo City and Vicksburg, is but a warning that some other site must be chosen. The work is onward, and this wave of opposition, avowedly brought about because of an attempt to teach the colored people to raise better crops, but shows that the time has fully come to push ahead. While the work may be stopped for the time in that immediate locality, the light can not be put out, for farmers in all directions have planted beans, peas, and peanuts, the seed for which was distributed by the workers of the "Morning Star," aided by Battle Creek College. A farmer and his wife are now in Mississippi ready to begin work.

A call has been made to the churches in the States of Michigan, Wisconsin, Illinois, and Indiana for means to carry forward this work, and it is truly remarkable to see the response. A day was set aside for special prayer for this field, and ever since, the money has been coming in, in sums varying from a few cents, when children give their all, to \$150. The entire amount in cash and pledges June 1 is \$611.85.



A BOARDING SCHOOL AT PETOSKEY.

## WORDS AND WORKS OF CHURCH-SCHOOL TEACHERS.

### MICHIGAN.

WHEN the question of a church school was broached to the company at Petoskey, loud were the voices raised in opposition; and indeed, who could blame them? In Petoskey itself, two small children were ready to attend; within a radius of three miles were five more who might possibly be gathered in; and the company was poor. How were they to have a church school?

Through his servant, the Lord had spoken clearly and decidedly; and the brethren and sisters began soon to plan in accordance with the Lord's directions, instead of raising objections. The idea of a boarding-school formulated itself in some minds. A house, next door to the church, belonging to the conference, could be rented, and used as a home for such scholars as would come from a distance.

Difficulties rose mountain high, but Faith, rising higher, removed mountains, and they were cast into the midst of the sea. For a father and mother in the home were found an elderly minister and his wife, who had had experience in the same kind of work. These agreed to contribute their time and labor for the simple remuneration of food and shelter.

November 7, in the vestry of the church, seven scholars began their work. In three weeks the number had quadrupled; and still the school grew slowly until shortly after the first of the new year the culminating number, thirty-four, was reached. Nearly all of these remained until spring work made imperative the withdrawal of several of the older students.

The greater number being young people more than fourteen years old made possible a grand series of cottage meetings and general missionary enterprises. But before this work could be attempted, a work had to be done for the students, many of whom had grown away from the truth, and had been sent to the school that they might be saved. In almost every case, the prayers of parents and the earnest solicitude of friends and teacher were fully satisfied; songs of triumph and ringing testimonies from youthful lips witnessed to the converting power of God. And in the meetings attended by them, the readiness and zeal manifested by these young people fell with compelling weight upon unbelieving hearts.

The great disparity in age—six to twenty-three—made necessary a wide range of classes, the grades of work during the whole year embracing from the first to the eleventh. The common branches and the work of the tenth and eleventh grades were taught. The recognition of the Bible as the criterion on every disputed point, its direct use in physical geography, history, reading, and frequently in language, produced marked results in the homes to which the children returned at night. The principles of healthful living were thoroughly exemplified in the home, and impressed in the school, and many parents were greatly helped along this line by the children.

At the close of the school on May 1, four of the students entered the canvassing work. More than twelve were planning to enter the State school in the fall, and two were already in the College preparing for greater usefulness in the Lord's work.

A. L. BRAMHALL.

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### CALIFORNIA.

Why could not the industrial work become a means of self-support, or an aid to that end, for the church school? That is what is in my mind for the future.

I have Professor Raymond's cook-book, and have planned a series of lessons in household science for the girls, as well as in Biblical farming for the boys. One of our brethren, who is a skilful carpenter, has expressed his willingness to give our boys a series of lessons in practical carpentry. As to our book work, we have not a single secular text-book in use except for reference, as maps, etc. The books we have used are the Kellogg physiologies, "Healthful Living," "The Desire of Ages," "Great Controversy," "Patriarchs and Prophets," "Gospel Primer," "His Glorious Appearing," "Christ Our Saviour," etc. Under the term "language" I have scheduled all work in English—spelling, grammar, reading, etc. The advanced class has enjoyed a line of literary study including the analysis of acknowledged classics in hymnology, as Addison's "The Spacious Firmament on High," together with other of our own literature, than which there is nothing finer for truth of thought and purity of diction than certain of Sister Bolton's poems, also Brother Snow's and Sister Avery-Stuttle's poems. We have particularly enjoyed "The Battle Hymn of the Kingdom," which we have almost committed entire.

For history, we have been tracing God's chosen people from Abraham down. We have followed the outline for church-school teachers with the Spirit of Prophecy as the substance of our text. Geography is studied in connection with missions.

We were glad to note as a practical result of the healthful-living studies that there is not now a corset worn in the school, although we could not at first say so. But there remains much yet to be done to get this people to follow all the light they have on health reform, particularly as pertains to diet and dress. We are striving to work out the Lord's will concerning us. The outlook is bright, do we but consecrate ourselves and our substance. Labor together with us in prayer.

MYRA E. BURNS.



#### NEBRASKA.

We praise God that to-day the Omaha church school can report as did Caleb and Joshua, "In the strength of the Lord we are able to possess his promises." The way has not been smooth, but we are determined to know God's plan and go forward. Although we do not wish our report to convey the idea that we are entirely satisfied, neither would we wish any to



think we consider our year a failure. Many times God's Spirit so filled our room that hearts were all broken and his presence seemed almost visible.

We have followed as best we could the regular outline of study for church-school teachers, using the Bible, "Great Controversy," "Early Writings," "Gospel Primer," "Christ Our Saviour," and Dr. Kellogg's physiology as our text-books. Other books were used for reference.

School opened the third of last October in the basement of the church, and from that time to the present there has been an



average attendance of twenty-three; the largest attendance being thirty-nine.

As spring brought with it a great desire to watch the awakening of nature, we felt that God would bless us if we took steps to carry out his command, to combine manual labor with our study. Situated as we were, this was an impossibility.

By a study of God's Word we saw that the work with the children should be continued through the summer; so instead of closing school the last of May we moved out into the country, and are laying plans to combine practical manual labor with our school work, and will continue through the entire season.

Our little house, as the cut shows, has a basement front; this is our schoolroom. Above we have five rooms which will be the home for some of us. The smallest offering toward making this home comfortable will be gratefully received. We are in need of almost everything. However, this has opened the way for us to reach more children than we are prepared to accommodate. Unbelievers have come to Elder Warren to make arrangements for their children to attend the summer school.

Brother Baird, the business manager of the Christian Help Mission, in one of his visits to the churches found us a gentle horse, so now we are able to take the children to and from school morning and night. The Lord has put it in the heart of another brother to take charge of the farm.

The second cut shows the children in the garden. Each child has his own plot, and a part of each day will be spent in this work.

Several of the children were absent the day the picture was taken, so it does not represent our full number.

ANNIE SUTHERLAND.

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#### WISCONSIN.

At 865 5th Street is situated the Bible Mission of Milwaukee. It is a brick building two stories high. The lower floor is occupied by the mission family, while the second story is the church. It was in one end of this room that we began our school-work, Oct. 3, 1897, with fifteen pupils. Notwithstanding many difficulties, one month passed very pleasantly.

During that time, two rooms down-stairs had been fitted up for our occupancy. One of these rooms (15 x 16) was the chapel, and contains the baptistery. This room was seated with twenty patent single seats. Opening from this room by folding doors, is another room (15 x 15) in which the recitations are conducted.

In the meantime our school had increased to eighteen mem-

bers. Others kept coming until our present enrolment is twenty-three, with an average attendance of eighteen. Three of this number were ninth-grade pupils and took up regular work in that grade: algebra, rhetoric, physical geography, and Bible. The remainder of the school was classified into three groups, representing all the grades from the primary to the eighth grade.

The following text-books have been used: Reading,—Bible, "Steps to Christ," "Christ Our Saviour," and "Gospel Primer;" Language,—Bell's series of books; Physiology, Dr. Kellogg's books, and "Healthful Living;" History,— "Great Controversy," with reference book; Geography, studied in connection with history; Arithmetic,—original problems taken from Bible and other studies with reference book and board-work; Bible,—Ninth grade, Book of Daniel; "A" class,—Book of St. John outlined, studied, and completed, also life of Christ in connection with the Psalms. The class is now studying "The Desire of Ages;" "B" class,—Lives of the patriarchs and prophets; Nature Study,—Professor Cady's Outline.

At the beginning of school, the primary class numbered five, none of whom were able to read or write. This number has been increased to eight, but of the original five four are now reading in the "Gospel Primer."

This instruction has been presented in the form of object-lessons; that is, beginning with the creation, each little story has been illustrated on the board with colored crayons, with the accompanying words both written and printed. One week would suffice for them to become so familiar with each word, that when asked to go to the board and make the picture of Isaac, tower, or lamb, they could write the word without the least hesitancy. Physiology and numbers have also been taught right in connection with the reading.

Manual training was one of the most perplexing questions with which this school had to deal. Outdoor work was entirely out of the question, as there is no ground connected with the

mission. The only playground is a little alley about three rods long and a little over half a rod wide.

After much seeking of the Lord for guidance and strength, a little Mission Band was organized among the pupils. This was about Christmas. Up to that time there had been no visible signs of spiritual advancement in the school. Soon the children were actively engaged in selling and taking subscriptions for the *Life Boat*, *Instructor*, *Signs of the Times*, and other periodicals. A club of six *Instructors* is taken by the Band and sent to different children, strangers to our faith, with whom a correspondence is established. Replies that have been received show with what interest the papers are received and read. The cutting and piecing of blocks for a quilt has furnished busy work for idle hands during school hours, and also awakened in the hearts of the children a desire to do something for others.

It seemed as if the Lord was just waiting for us to take this step, for we immediately began to experience his blessings, and hearts that had before been hard and stubborn, were softened and tendered. Others who had to be kept under the closest watch, have become the most trusted pupils. We are sometimes so slow to step out, and take hold on the promises of God. The hearts of the children are open and receptive, and we, as teachers, must see that they are filled with God's holy truths. Those teachers in church-school work this year, who formerly have been engaged in public-school work, realize the importance of this love of God in the hearts of the children, as a disciplinary factor.

And it is with hearts swelling with praise and glory to God that we gather beside a beautiful stream of water, and see the dear ones that the Lord has entrusted to our care and instruction, submitting to the ordinance of baptism, thus manifesting to the world the desire and determination to live a new life in Christ Jesus.

June 21 this school will have been in session nine months.

FRANCES L. CASE.

## CHICAGO.

Before the close of the year 1897, the members of the Chicago church were calling for help from the College. Plans were not perfected, however, so that the school could begin before Jan. 10, 1898.

From the first there was an enrolment of sixteen, and this soon increased to more than twenty pupils. Before the five-months' term closed, arrangements were made to begin again about the first of September.

Although word from the Lord had called these schools into existence, with some it seemed a very uncertain experiment. It seemed unreasonable to suppose that parents not in the truth would leave the work in the public schools to pay tuition for the church school. But it is gratifying to say that not only during the first term, but throughout the present school year, from ten to thirty per cent. of the pupils were from the outside. It might further be stated that after some of those children had been baptized, the parents followed them.

Anticipating a material increase in the membership of the school, two teachers were employed for the year beginning Sept. 5, 1898. This term has continued for nine calendar months with an enrolment of from twenty-two to thirty-nine pupils.

Many and varied have been the experiences of these months of work and watching. Not for a moment have we felt discouraged, for the constant care of our Heavenly Father has been ours. Plans are already being made for next year, and the work at the South-Side school is onward. C. L. STONE.

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OHIO.

The church school in Toledo opened with but six pupils, yet we claimed the promised blessing. The numbers increased to twenty-one during the winter. There were many discouraging features, yet we claimed the victory at every step, and the inter-

est increased daily. The subject of discipline troubled us some at first; but by studying God's methods, and following them out, with his help we gained the victory, and toward the close of the term, days would pass without any whispering or note-writing. Before the holidays the children pieced a quilt, and presented it to the Lighthouse Mission, and also sold *Signs* and *Instructors* for the same purpose. The principles of healthful living were carried by the children into many homes, and it was indeed pleasing to see little ones of seven or eight years refuse to touch meat, "cow butter," and milk unless it was sterilized. The last day of the school we were impressed to have a little social meeting together, and it was one of the happiest occasions of my life. The general sentiment of the children was one of thankfulness that they had had the privilege of attending the church school, where they had learned more of Jesus than ever before in their lives. The last Sabbath three of them went forward in baptism, — two little sisters, eight and ten years of age, and one older girl of fourteen. The whole year's work was one of continual spiritual growth. I never realized my weakness so much, and consequently never received such strength from the Source of all strength. 'Tis sweet to trust in Jesus, and to work for him is the only true happiness.

BESSIE F. STOWELL.

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#### INDIANA.

Early in the year the church at Linton, Ind., began to talk of having a church school. It was finally decided to hold a three-months' term during the spring months of 1899.

In accordance with this decision the church building was fitted up for a schoolroom by hanging a curtain in front of the pulpit and placing blackboards upon the wall in the rear of the room. Tables took the place of the ordinary school desk. When all was ready, the room presented a pleasing aspect.

The school work began March 21. At first many thought that ten pupils would be the membership, but when the school

opened, twenty-two were enrolled. In a few days the membership increased to thirty, and several applicants were refused. Some have dropped out of the school for various reasons, still the average daily attendance up to the present time has been twenty.

The Bible has been the basis of all work, other books being used as reference books. The result of this is encouraging. While the pupil is learning to read, write, and figure, he is also learning many valuable truths that would not receive attention if any other course were pursued. The older pupils have prepared some very interesting Bible readings. All are becoming interested in missionary work. Nearly all are engaged in distributing the *Signs*; three are selling books. The church is determined that their children shall not attend the public schools from this on.

M. A. PEASE.

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#### IN BATTLE CREEK.

One phase of the work in the Haskell Home has especially interested us. The history work for the fourth and fifth grades has been based upon the book of Daniel, with the idea that the younger children should begin back far enough in their study of history to learn something of the philosophy before taking up the study of the United States.

During the entire year the one thought that "the Most High ruleth in the kingdom of men" was kept before the children as Daniel keeps it before us. Some of the children who expressed a great deal of doubt and unbelief at the beginning of the year now express faith in God as the supremely wise Ruler of all.

The class has been one of real pleasure to both teacher and pupils, for the children were very eager to learn how the prophecy had been fulfilled in the minutest detail. They had been taught the book of Daniel several times before, and were not pleased when they knew they were to study it again; but a great deal more ancient history than it was supposed they could com-

prehend, has been brought in, and the eager faces and bright eyes are a sure index to their understanding. It is no uncommon thing to overhear boys of eleven and twelve quietly discussing events of Greek or Roman history, and their importance as a fulfilment of prophecy.

A. MAY PINES.



A SEWING CLASS AT HASKELL HOME.

As the Haskell Home school began this year with every teacher and member of the board in harmony with the principles of true Christian education, we knew there must be changes in our work,—changes which would affect it in every department; and while we have found the Lord's ways better than man's ways, in no instance were we more gratified than in our manual-training work. The sewing, which was taught in all the grades during the winter, was taken up with the greatest interest by large and small children alike, and it has been encouraging to notice the pleasure with which the children have brought mended garments to the teachers for their inspection and approval.

As the spring term began, the sewing was dropped for a class



in farming, and the hour which we spend with our farmer out-of-doors each morning furnishes us material enough for our work in school during the day, and even more than we can accomplish. We believe the Lord is pleased, when, as we are about our work, pruning the trees and vines, or preparing the soil and planting the seeds, as the case may be, we are also learning what he has told us in regard to farming; and as we return to our schoolroom to search for the truths suggested, and to solve any problems that may have arisen, there is an interest manifested which we have never seen as the result of the use of text-books. An extract from a paper written by Frank Pieri, an eleven-year-old boy, may show something of what they are doing:—

#### A LESSON ON AGRICULTURE.

Almost the first thing a farmer thinks of in the spring is the preparation of the land for sowing the seeds. He plows and harrows the ground so as to break the ground, and make it easy for the little plants to get through to the air and sunshine.

We can get understanding in farming from the Bible, because we are told God teaches the plowman. Isa. 28:23-26. We can also learn from those around us, because Solomon, the wisest man that ever lived, said he got instruction from the field of the slothful man. "I went by the field of the slothful, and by the vineyard of the man void of understanding; and, lo, it was all grown over with thorns, and nettles had covered the face thereof, and the stone wall thereof was broken down. Then I saw, and considered it well: I looked upon it, and received instruction." Prov. 24:30-32.

When we plant seeds in good ground that is broken and has been tended to, and the seeds don't come up, they are not good ones; and if we plant good seeds in bad ground that is hard and cloddy, then if they don't come up, it is the ground that needs to be tended to; but when we put nice, plump seeds in good ground, they will come up, and be the very best there is.

The way that we test seeds is to put twenty or thirty in a little box where it will be warm and light; then when they come up, count them, and if you have near the number of plants that you have seeds, they are good.

ELLA M. OSBORN.

## PUBLISHERS' PAGE.

OPPORTUNITY will be given for a limited number of students to earn a scholarship in Battle Creek College, provided it is not convenient for such individuals to pay cash. Home employment will be given to a few who are anxious for an education. For full particulars, please address—

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THE ADVOCATE.

---

"THE Ruin of the Republic," a book about to go to the press, by Percy T. Magan. As its name indicates, it deals in a plain, straightforward manner with the history of our day, shows the effect of recent legislative acts, and pictures the present condition of the United States.

---

## THE DEBT.

THE year 1898 and 1899 has been filled with striking experiences for students and teachers of Battle Creek College. One of the most decided steps taken by faith was the move set on foot in March to raise the College debt. For years the institution has been heavily burdened; the principles of education seemed so clear, and were calling for such deep consecration of talents and means, that it was felt by many that the debt should

be lifted. Students and teachers did their best. The receipts stand as follows June 1:—

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 Wickoff.....	2.00
A friend in Illinois.....	1.00
M. M. Osborne.....	1.20
A friend in England.....	9.80
A friend.....	5.00
Mrs. Tabor Davies.....	9.50
Miss Ellis.....	71.78
H. E. Shelstad.....	100.00
May Pines.....	5.00
Alice Sisley.....	10.00
Luke Webb.....	5.00
A. C. Allen.....	.75
Mina Crane.....	2.00
Esther Smith.....	1.00
Tabor Davies.....	2.50
<b>Total</b> .....	<b>22,442.53</b>

READERS of the ADVOCATE are aware of the fact that Battle Creek College conducts a *Summer School*, beginning the 28th of June and lasting ten weeks. The work of this quarter is for those desiring to teach church schools. The May ADVOCATE gives full particulars; if you have not seen it, send for a copy.

After reading the reports of the various church schools, it is very evident that these schools can not be conducted on the same plan as the public schools. It is scarcely possible for one who has been educated in the schools of the State, and then entered

them as a teacher, to change methods and apply the principles of Christian education, without some special preparation. It is to meet this need that the institute will be held. Churches which contemplate opening a school in the fall should insist on having a teacher who is thoroughly in harmony with the system, and willing to devote some time to gain a knowledge of methods of correlation.

If there are young people in your neighborhood who wish to teach, call their attention to the Battle Creek Summer School.

---

It is interesting to note that during the year 120 students have gone into various lines of work, after spending some time as students in the College. The following is a list of those who have taught in the church schools during the past winter:—

Stella Adamson, Jonesboro, Ind.  
 Maggie Artress, Mankato, Minn.  
 Myra Burns, Fresno, Cal.  
 Hiram Boylan, Lansing, Mich.  
 Andrew Bramhall, Petoskey, Mich.  
 Emily Brazier, Loyal, Wis.  
 Louise Bidwell, Oxford, Wis.  
 Frances Case, Milwaukee, Wis.  
 Elma Coulson, Judd's Corner, Mich.  
 Nettie Dunn, Rosston, Ind.  
 Epha Curth, Farmington, N. S.  
 Frank Detamore, Good Thunder, Minn.  
 Flora Foster, Lansing, Mich.  
 Lena Fletcher, Fergus, Mich.  
 Lulu Goodrich, Baraboo, Wis.  
 Blanche Grubb, Haskell Home, Battle Creek, Mich.  
 Pearl Hallock, Des Moines, Ia.  
 Florence Heald, Marion, Ind.  
 Hettie Huntington, Sumner, Wis.  
 Ralph Hilborn, Kalamazoo, Mich.  
 Kenneth Haughey, Milton Junction, Wis.  
 Irwin Hewett, Charlotte, Mich.  
 S. E. Jackson, Wells, Mich.  
 Mabel Jaffrey, Farmersburg, Ind.  
 H. W. Johnston, Cedar Lake, Mich.

Virgie Johnson, Decatur, Mich.  
 Nannie Kellar, Bay City, Mich.  
 Lizzie Longacre, Aledo, Ill.  
 Ella M. Leech, Barber's Mills, Ind.  
 Mary Lamson, Battle Creek, Mich.  
 Alice Mantz, Ola, Mich.  
 Nina M. Newell, Benton Harbor, Mich.  
 Anna Nelson, Selton, Ontario.  
 Lydia Nathie, Indianapolis, Ind.  
 Elva Northrup, Des Moines, Ia.  
 Ella Osborn, Haskell Home, Battle Creek, Mich.  
 Mattie Palmiter, Eureka, Wis.  
 May Pines, Haskell Home, Battle Creek, Mich.  
 Mattie Pease, Linton, Ind.  
 Isabella Reith, Ymir, B. C.  
 Thos. Rowe, Moon, Wis.  
 Josie Rupert, Cleveland, O.  
 Parker Smith, Poysippi, Wis.  
 May Sandborn, Elmwood, Mich.  
 Vina Sherwood, Arbela, Mich.  
 Anna Sutherland, Omaha, Neb.  
 Bessie Stowell, Toledo, O.  
 May Saxby, West Green Bay, Mich.  
 Olive Sherwood, Crawford, Mich.  
 Alice Sisley, Indianapolis, Ind.  
 Jennie Snow, La Crosse, Wis.  
 C. L. Stone, Chicago, Ill.  
 J. J. Thomas, Mt. Pleasant, Ia.  
 Margaret Waters, Prescott, Wis.  
 Maud Wolcott, Bear Lake, Mich.  
 Mrs. M. E. Wells, Sturgis, Mich.  
 Margaret Wismer, Devault, Pa.

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you develop a strong, vigorous body that will be proof against the terrible plagues which must soon be poured out upon the earth ; would you fit yourself and your dear ones for translation ; read *Gospel of Health*, our denominational health journal. It will give you every month special help along all the lines that have been mentioned, and many others, and will treat of these principles and their application in such a simple way that you can not help but understand them.

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Extent of Education .....

Your Occupation .....

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When Do You Expect to Enter School ?.....

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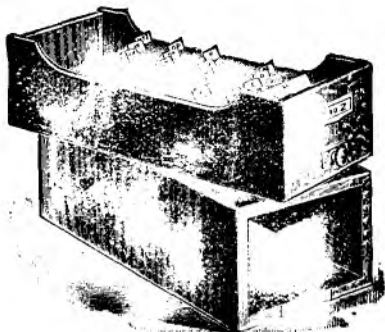
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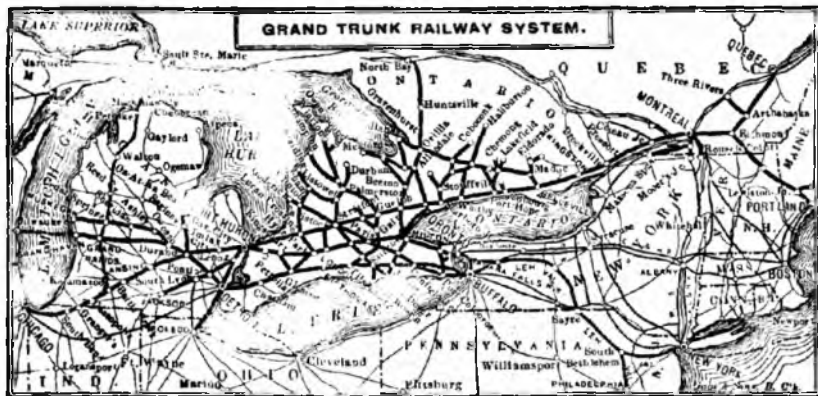
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