

PUBLISHED MONTHLY.

TRAINING SCHOOL ADVOCATE

SEPTEMBER, 1899.



ARE WITH THE TEAR
AND UNDERSTAND
THESE THINGS.

HOLY BIBLE

BATTLE CREEK COLLEGE,

Vol. I.

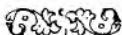
BATTLE CREEK, MICH.
ADVENTIST

No. 8.

HERITAGE CENTER



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THE ADVOCATE

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

VOL. I.

SEPTEMBER, 1899.

No. 8.

TEXT-BOOKS.

EXTRACTS FROM TESTIMONIES.

“THE world acknowledges as teachers those whom God does not indorse as safe educators. The Bible is discarded by these. Infidel authors are recommended as if they were in possession of those sentiments which should be interwoven into the course of study. What do you expect from the sowing of this kind of seed? In the study of these objectionable books, the minds of teachers, as well as students, become corrupted, and the enemy sows his tares. It can not be otherwise. By drinking of the impure fountain, poisonous malaria is introduced into the system. Inexperienced youth taken over this line of study receive, because of their inexperience, impressions which lead their thoughts into channels that are fatal to piety.

“Thus youth have been sent to our school in Battle Creek to learn from books which, because tolerated in

our schools, are thought to be safe. But it is impossible to sanction these books by retaining them as lesson books without reaping the harvest which is sure to come from the sowing of such seed. It is this class of education that has sent students from the schools of the world infidels.

“The Messenger of God took books from the hands of several teachers, and laid them aside, saying, ‘There never has been a time in your lives when a study of these books was for your present good and advancement, or for your future eternal good.’

“Placing a Bible in the hands of the teachers, he said, ‘Your present opportunities are to be earnestly improved. Make the Word of the infinite God your lesson book.’ If this had been done as God requires, students lost to the cause of God would now be missionaries.”

“As they search diligently, praying for wisdom, they will learn that there are heights and depths in the Word of God that they have never yet seen. The more they set their hearts to learn, the more they will realize the necessity of sinking the shaft deep into the mines of truth, that they may discover the precious ore.”

“Our youth must have well-conducted schools, where they can gain an all-round education. From Genesis to Revelation the gospel shines forth with no uncertain light. . . . It is of far greater consequence that students study God’s Word than that they study

Greek and Latin. Yet some may carry the study of these languages with success, especially Greek, and yet not place them above the Word of God. The Word of God is the foundation of all true study, and it is a most deplorable thing that it is so poorly understood, and therefore so little appreciated."

"You must not let the students suppose that their education is to be loose and haphazard. Let the students, the young especially, study books that are free from infidelity. As fast as possible, let the youth perfect their knowledge of the common branches."

"In Christ is the fountain of all knowledge. In him our hopes of eternal life are centered. He is the greatest teacher the world has ever known, and if we desire to enlarge the minds of the children and youth, and win them, if possible, to a love of the Bible, we should fasten their minds upon the plain and simple truth, digging out that which has been buried beneath the rubbish of tradition, and letting the jewels shine forth. Encourage them to search into these subjects, and the effort put forth will be an invaluable discipline. The unfolding of God, as represented in Jesus Christ, furnishes a theme that is grand to contemplate, and that will, if studied, sharpen the mind, and elevate and ennoble the faculties. As the human agent learns these lessons in the school of Christ, trying to become, as Christ was, meek and lowly of heart, he will learn the most useful of all lessons,— that intellect is supreme

only as it is sanctified by a living connection with God."

"I have some matters which I wish to present before you in regard to education. The teachers in our schools have great respect for authors and books that are current in most of our educational institutions. All heaven has been looking upon our institutions of learning, and asking you, What is the chaff to the wheat? The Lord has given us most precious instructions in his Word, teaching us what characters we must form in this life to prepare us for the future, immortal life. It has been the custom to exalt books and authors that do not present the proper foundation for true education. From what source did these authors obtain their wisdom, a large share of which does not deserve our respect, even if the authors are regarded as being wise men? Have they taken their lessons from the greatest Teacher that the world ever knew? If not, they are decidedly in the fault. Those who are preparing for the heavenly abodes should be recommended to make the Bible their chief book of study. . . .

"Books should have been prepared to place in the hands of students that would educate them to have a sincere, reverent love for truth and steadfast integrity. The class of studies which are positively essential in the formation of character to give them a preparation for the future life should be kept ever before them."

HOW TO TEACH KINDERGARTEN FROM THE BIBLE.

BERTHA MITCHELL.

I wish to relate a little experience which came to me along this line. I had been in kindergarten work for several months as an assistant teacher, and had grown to love the work; indeed, it became a part of my very life. But though I loved it so much, I always had the feeling that somewhere there was something lacking. What it was I could not tell; for at that time I had never heard of Christian education. I became quite intimate with one of the teachers attending the Normal at the Battle Creek College, and through her some light on Christian education came to me. The thought of basing our school work on the Bible seemed too wonderfully grand to be true. But I was sure it could be done. However, the thought of basing kindergarten work on the Bible seemed altogether out of the question. I thought of it many times; and the more I thought, the more I became convinced that it would be entirely impossible to do such a thing.

I was urged by a friend to talk with a certain educator who has given much of his time to the study of Christian education. As I had great confidence in him, I was sure he would tell me just *how* it could be done; at least, that was what I thought. I was to see him

Monday evening ; Monday afternoon I was informed that our kindergartner had been taken suddenly ill, and wished to see me. On seeing me, she said, "I wanted to know if you would take charge of the kindergarten to-morrow."

I stood like one suddenly turned to stone, and looked at her in astonishment, while this thought went flying through my mind, What, take charge of those children !

"Will you?" she said again, and then with a sickly smile, I said, "You know I have never been alone with those children one single day. I would gladly do it if I could, but you know I can't."

She insisted, and knowing she had never been anything but kind to me, I had n't the heart to refuse. I left the house feeling quite miserable. On the way to the professor's this one thought cheered me, He will tell me just *how*, I know. But instead of telling me as I thought he would, he began to question me. Said he, "Do you think the children would be as interested in a Bible story as they are in fairy tales?"

"O, yes, I know they would. But you see it is like this. Our morning work is based on the story that is told. I think that the Bible stories are beautiful, but I can't see how they could be worked out."

"But don't you believe that the Lord is able to teach you how?"

"Yes, I do, but I can't see how."

"No, you can't see how. If you could see just how, there would be no need of believing. Does God want to do the work, or does he want you to do it?"

"He wants to do it."

"Then stop doubting, and let him do the work. You must have faith in God's word. Get down on your knees and ask him to teach you how, knowing that "whatsoever ye ask in faith, ye shall receive."

I began to see just where I was standing. I had more faith in man than in God.

On our way home, my friend, knowing I was to take charge of the kindergarten, said, "Will you teach from the Bible to-morrow?"

I could n't see the how any better than before. After thinking for a moment, I said, "Yes, I will."

I meant every word of it, but O, how dark it all seemed! If ever a soul prayed earnestly for light, I certainly did that night. Still praying, I opened my Bible, and my eyes fell on Jer. 16:16. I read it over carefully, but could see nothing in it. I turned to Matt. 4:19. I read these verses, and reread them. I felt sure I had found my texts, though I could n't see anything in them.

We were studying sea-animals at that time, and our lesson was to be on the jelly-fish. Well, I went to sleep praying, and the first thing in the morning I was praying for help that I might be enabled to show the children the beautiful character of my Saviour. It was

with fear and trembling that I entered the kindergarten room that morning. To think of trying to manage forty children alone, when it had always taken four or five of us to keep them interested before. There were two little boys at that time who were almost unmanageable, and I was sure they would give me trouble. So I told the Lord to keep them away, and not let any visitors come, and I thought we could get along all right. But the Lord wanted to show me I had nothing to do with it. He, the Great Teacher, was going to teach that morning. The children began to flock in. I greeted them each with a merry "good-morning;" all were there but my two troublesome boys, and I began to think that perhaps I could get along if they didn't come, when in they tripped as happy as two little boys of six could be. My heart almost failed me. But looking up in despair, I said, "O, my Father, you have sent them, now you will have to take care of them, for I can't."

This was just exactly what he wanted to do. I smiled at them the best I could, and for the first time since I had been connected with the kindergarten, they marched to their chairs like little soldiers, sat down, and folded their hands without a word from any one. The first thing they noticed was my Bible; it was the first time they had ever seen a Bible in a kindergarten, and just the sight of it seemed to make them feel they were on holy ground.

After prayer, the children, who are always fond of singing, were so interested to know what I was going to do with my Bible, and asked me to begin at once, which I did. I never saw anything like it. There in that large circle of children was perfect harmony! It seemed we would only have to look up to see the angels hovering over us. I could feel their very presence, they seemed so near. And the children felt it, too. It would take too long to tell you all we did that Tuesday. I will just say there was plenty to talk about; we were in the circle one and one-half hours, and best of all the children did not get tired, and were so interested. It did seem we would never find a stopping place.

Kindergarten from the Bible! Is there another thing that sounds as sweet as that? O, that was a precious experience to me, and because it was so precious I have always called it my Bethel. Can I see the *how* now? To me there is nothing so simple as kindergarten from the Bible. Can the stories be worked out?—No! Simply because there is such an immense amount of work in them that it seems to be almost impossible to get it all out. Why, just take the story of the flood, the story of Joseph, of Daniel, and many others. Think of them. And then the story of Moses, it seems, has no end. O, let us not stop to ask *how*, but step out on the never-failing promises of God, and let him teach us how. The lesson you may

have to learn will probably be a hard one. You may feel at the time that death would be sweet; but the lesson learned will be lasting. The Holy Spirit will guide us into all truth.

TELL HIM THE TRUTH.

THE stories she read him were thrilling enough,
Of fairies and goblins wild,
And the small boy opened his big blue eyes,
And wondered like any child.
And yet, with a scornful toss of his head,
Said, "They 're only a-makin' it up."

She told him of cats with a baneful grin,
Of mice and rats that could talk,
Of Mr. Bullfrog and Dr. Fly,
Of tables and chairs that could walk.
But he, with a scornful toss of his head,
Said, "You 're only a-makin' it up."

So she closed the book of the fairy tales,
And told him where sponges grew;
Of their watery home with the fishes strange,
Way down in the ocean blue.
And he, with a thoughtful look on his face,
Asked, "You are n't a-makin' it up?"

She promised she'd tell him only the truth,
And talked of the land of snow,
Where the people must always wrap in furs,
Where nothing but mosses grow.
And he, with a sober look on his face,
Said, "That 's better than makin' it up."

— *Bessie Wickham, in The New Crusade.*

HARD WORK AN ESSENTIAL ELEMENT IN A COLLEGE EDUCATION.

M. E. OLSEN.

WHOLESOME discipline, and hard, painstaking work are among the chief benefits that the Christian college offers, and yet, how few of our students seem to realize this! A young man will save up money for two or three years to take a course in one of our schools, but having entered a course, he will often rebel at the discipline, and get off with as little of the work as possible. Some people think they come to a college simply to be filled, but that is not the meaning of *education*. The Latin verb from which the word is derived means just the opposite—not to *fill*, but to *draw out*. Education is intensely active, not passive. We learn by doing; we amass useful knowledge by hard study, not by listening to the lectures of learned professors, though that is also good in its place. The work of the true teacher is not, as some one has humorously put it, “to cram the heads of his pupils with learned lumber, and take out the brains to make room for it.” There is entirely too much cramming in the schools of the world, and the parents are to blame for it. They are more anxious that their children should be more smart than good, brilliant than useful, prodigies of learning rather than possessors of strong,

healthy bodies and steady nerves. John and Mary are accordingly put in school to be crammed with book knowledge, much as people in some parts of France put geese in a dark room, and feed them at frequent intervals with a spoon, in order to fatten them for the market.

This idea of study seems ridiculous, but it prevails extensively, and the number of young people who come to our schools expecting to be coached and petted and intellectually fed, is by no means small. The aptitude for hard study, the willingness to grapple with a problem in algebra or with a difficult chapter in history, and by dint of persevering mental effort, master it, is not very commonly met with. There are plenty of men who are physically lazy, and ten times as many who are mentally so. We pity the boys who loaf on street corners and in front of saloons, but mental loafing is practically universal. Time, the most precious of all commodities, and which once lost can never be restored, is lavishly wasted, and that, too, by students, because they do not like to apply themselves to work.

Some students readily fall in with the religious life of the school, and think because they are active in Christian work and read their Bibles daily that they are meeting the mind of God as pupils; but this is not necessarily the case. You can be religious at home; you can read your Bibles at your own fireside, and do

personal work among your neighbors. You do not come to school especially for this, but to place yourself under the care of intelligent, God-fearing instructors who have devoted their lives to the noble work of directing, under God, the energies of the growing youth, and teaching them the nobility and necessity of labor. Don't be satisfied, then, with simply living an ordinary Christian life while at school; you are to live the life of a Christian STUDENT. You are to work as hard at your books as the farmer pitching hay, or the washerwoman rubbing out her clothes; you are to learn your lessons in the sweat of your brow. In no other way can you be truly successful.

The wise man says, "The fear of God is the BEGINNING of wisdom." Getting right with God, which is simply another term for conversion, is the first essential to successful study; but let us not stop there, but, with Paul, leaving the principles, go on unto perfection. There are no intellectual heights to which we may not safely climb if we use the ladder of faith and keep our eyes upward, fixed on Christ; but the highest walks are surrounded by great dangers. The difficulty with most men is that they do not get very high before they want to look down to see where the others are. They get proud over their achievements, the head becomes dizzy, and the result is a fall. Labor without humility is blighting many lives; humility without labor, and a sort of easy-going right-

eousness are spoiling the usefulness of many promising young men and women. Let us avoid both evils, and combine earnest labor with deep religion, thus fulfilling the Scriptures, "Not slothful in business, fervent in spirit, serving the Lord."

"NEW times demand new measures and new men;
The world advances, and in time outgrows
The laws that in our fathers' days were best,
And, doubtless, after us, some purer scheme
Will be shaped out by wiser men than we.
Made wiser by the steady growth of truth.
We can not bring Utopia by force;
But, better, almost, be at work in sin
Than in a brute inaction browse and sleep."

BATTLE CREEK COLLEGE WORK FOR THE YEAR 1899-1900

MINISTERS.

THE fact that Battle Creek College now poses as a training-school for Christian workers leads the management to give thoughtful, prayerful consideration to the needs of the various branches of the cause that it may know how to meet these needs in the best way.

For years the calls to the ministry have been urgent, and the demand increases. New fields must be entered, and pioneer work done. This burden should be carried by the young, and to the young men of to-day God is saying, "Whom shall I send?"

As Christ was a teacher, so our ministers must be teachers in the truest sense. Much of the sermonizing can well be laid aside to be supplanted by simple, practical teaching. Christ, during childhood and youth, made a close study of the works which had been formed by his own hand, and when his ministry began, these lessons were used to illustrate the spiritual truths. Nature is full of parables awaiting interpretation by consecrated ministers.

Besides the class instruction, students are given opportunity to do practical field work both in this city, and Jackson. A large proportion of teachers sent into the church schools are young women; where are our

young men? We hope to have a class of seventy-five preparing to enter the field next summer.

If there are consecrated young men of ability in your family or your church, urge them to begin their preparation at once. When our churches live up to their privileges, they will see that those lacking means are supplied.

TEACHERS.

The church-school work is well on foot, and the Seventh-day Adventists have committed themselves on the subject. The Spirit of Prophecy has spoken so clearly that not only do parents feel that they must no longer send their children to the public schools, but the young people who for years have had heart and soul in public school are responding to the call to a higher duty.

These facts are indeed encouraging, and lead to a development of a more thorough course of instruction for those who wish to enter church-school work. Heretofore a hurried preparation was all that could be given, for the King's business required haste, and the cry came so suddenly to "arise and take the city" that, like the children of Israel, there was scarcely time to take off our sandals, but now a more thorough preparation must be given, and the ground gained by the sudden attack must be held by masterly efforts.

The best material must be selected, we are told, and with such hearts the Spirit can work marvelously

More extensive instruction will be offered in this department than heretofore, and instead of a brief course in the summer where only general principles can possibly be touched, those desiring to teach will be expected to spend a year.

Again and again the call comes, "Send us a competent teacher, a good disciplinarian, some one of experience." Prepare now to enter this course if God has laid on you the burden of the schoolroom. There is a gift of teaching as truly as there is a gift of ministry.

CANVASSING.

Forty canvassers this summer are ex-students of Battle Creek College. Next year the number should be doubled.

The canvassing class proposes to work in harmony with the movement now on foot in the publishing houses to place a vastly greater amount of reading-matter in the hands of the reading public.

Not only are the byways to be canvassed, but the houses of the wealthy in our large cities. Canvassers need an education, for theirs is as great a work as any in the spread of the gospel.

It is hoped to open a number of stores in the cities for the sale of our literature, and for such positions consecrated, efficient young workers are needed. Have you a burden for souls? If so, God wants to utilize your life forces.

SCIENCE.

Next to the Bible stands the book of nature, and it is our privilege, with the aid of the written Word, to penetrate deeply into the mysteries of creation.

It has long been a problem to know how to make physiology the center of the science work and correlate the other branches with it. When Professor Cady was called to Healdsburg, the chair of science in Battle Creek College was left vacant. The matter was laid before the class of physicians who have lately completed the course in the American Medical Missionary College, hoping that some one of the number having had the opportunity of making a thorough study of physiology, anatomy, and chemistry, with the view of becoming a physician, would be willing to step by faith into this new line of education. The services of Dr. S. S. Edwards and Dr. Loughborough have been secured, and it is proposed not only to have a strong course in science, but to prepare students for the medical class, and give general instruction in healthful living and simple treatments.

TEACHING.

As expressed by a minister from one of the Western States, the idea is quite prevalent that a school which has one or two Bible classes and an occasional social meeting, but is in other particulars carried on

In a *public-school* way, is a Christian school. Suffice it to say that one who has carefully read the instruction in the Testimonies concerning the proper education of children,—one who has caught the spirit of the ancient school of the prophets,—will not fail to realize that such conditions are far from ideal. In fact, this is the compromise, the tares, which, if allowed to creep into the midst, will choke the pure wheat.

It is not God's plan that we should for one hour in the day study his Word, and for the other twenty-three have the mind occupied with thoughts foreign to his work. As he said to Israel, "These words, which I command thee this day, shall be in thine heart: and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up." So in our schools every lesson should turn the mind to the Creator; every act should call attention to his love.

The swelling bud bespeaks the resurrection morn; the germ within the seed tells of the creative power; the roots, as they search for moisture in the soil, represent the longing of the soul for truth; the fresh grass represents the Christian life, while the mingling yellow blades tell of the lifeless ones; the dead limbs, fit only for the pruning knife, remind one of sins to be purged. You have always seen these things in nature. Well, in your geography, do you look upon the earth as one

vast mission field, as it must be regarded by heavenly hosts and the universe at large? And then as you study Asia, is it with the one object of finding souls for whom Christ died, and from whom the Macedonian cry is coming to you? Does the study of the clouds and the rain explain to you the outpouring of the Holy Spirit? Do the winds and tides whisper of the love and power of God? Do you see in the plowman's work on the soil a process similar to the workings of the Spirit on your own heart? How is your heart's soil fallowed? Do you find psalm 104 a divine lesson in geography covering nearly every subject of the study?

The language lessons can bring such light and joy when young minds have the thoughts of the Eternal to deal with, and when they wish to have their minds mere channels for God's thoughts to pass through.

Arithmetic should deal with problems which turn the mind ever toward the throne of grace. There is a hidden life which must be searched for, and no teacher should be content with anything less than the conversion of his pupils. If any of you lack wisdom, there is a never-failing source from which you can be supplied.

M. BESSIE DE GRAW.

SUPERINTENDENTS OF THE CHURCH-SCHOOL WORK.

At a meeting of the Board of Trustees of Battle Creek College, held July 20, the church-school question was thoroughly canvassed.

In general it was decided to follow the plan already started in District No. 3; viz., encourage all churches having six or more children to establish church schools; provide teachers for family schools when it was impossible to open church schools; start a conference school in each State.

In regard to the church school it is planned that the teacher carry the instruction as far as and including the sixth grade according to public-school standards. Should there be youth who are further advanced, and who are not at liberty to enter one of the industrial schools, but who desire instruction in the church school, the church should take this into consideration and employ a second teacher. If, because of small numbers, this is unnecessary, it may be possible to employ one teacher to do high-school work for a few, but higher wages must be paid than for the lower grades. Further, it is not justice to ask one teacher to conduct work for children in more than six grades, and where there is greater variation in ability than this, more than one teacher should be employed.

For youth who have finished the eighth or ninth grade it is well to provide a line of instruction quite different from that which it is possible for church schools to offer. In many cases, especially in the cities, the young people have had a sort of hotbed growth in education, and know little or nothing outside textbooks. But one side of their natures has received development, and it is to their advantage to be placed where the practical duties of life will receive due prominence. This is the work offered by the industrial schools of the various States. These schools are a part of the educational system, and taking the youth at the most critical period will give them an education preparatory to the College courses.

The board of directors for each of the State schools will consist of representatives from the Conference and from Battle Creek College.

It was further decided to appoint a superintendent of the church-school work, such officer to have the oversight of the schools of the State, to visit churches, to advocate the principles of Christian education, and to assist in starting the work.

Heretofore this burden has rested on the president of the conference, but the question is assuming proportions which make the burden too heavy for him with his other duties.

As the work progresses, it is plain to see the pressing demand for men who are strong on educational princi-

ples, for the people are hungering for instruction, and the rapidity with which the work moves forward is wonderful.

REPORT FROM A SUMMER-SCHOOL STUDENT.

MRS. KATHERINE A. PINCKNEY.

NEVER in the history of the third angel's message has so large a company of young people been brought together to consider so important a question — the subject of Christian Education — as has assembled at the College this summer. Representatives of every section of our country are here. While the students are mostly young people, yet there is quite a number of teachers who have served in the public schools for years.

At the beginning of the term the subject of Christian Education was studied from the Bible and the Testimonies. The deeper the study was carried, the deeper the conviction grew that the work was "too great for us." As the principles of true education were contrasted with those of popular education, we were led to humble ourselves in the dust, confessing our sin in having been so long blinded to the truths set forth in God's Word, in regard to education. The history of *ancient* Israel was written that the *true* Israel might not "fall after the same example of unbelief." As we

have studied this history, we have been made to realize that the call "Come out" applies to the popular system of education, and must be given to the children, just as truly as it applies to the popular churches, and must be given to the parents of the children. The idol of the state to-day is the public-school system, and many of our teachers had to confess that they had been guilty of idolatry, but they have heard and obeyed. "Cast ye away every man the abominations of his eyes, and defile not yourselves with the idols of Egypt." Jer. 20:7.

As we have studied the history of education and realized that there are but two systems in the world, one of God, the other of Satan, we have prayed, "If thy presence go not with me, carry us not up hence." In answer to earnest prayer "the Spirit of truth" has come, and he has been guiding "into all truth." God in his great goodness has led this school over the path opened to our ministry in 1888.

We have been enabled to profit by that experience, and accept "righteousness by faith" in practise as well as theory. The Jews, at the time of the first advent, were preaching of the coming of Christ, but could not recognize their own theory when he actually came; so our ministry had preached "righteousness by faith," but could not accept their own theory in practise.

The next step of the school work was based upon

the following statement from "Special Testimonies on Education," pages 50, 51: "Every teacher should be under the full control of the Holy Spirit." A prayerful consideration of the office and work of the Spirit brought about earnest heart-searching, putting away sin, and an acceptance of the principles of health reform by faith.

God has tested his people on these points in the past; a few stood the test, but more refused to walk by *faith* in a path which could not be seen. The teachers as a body of workers have decided to walk by faith, not sight. They have "waited" for the baptism of the Holy Spirit, because "he gave some . . . pastors and TEACHERS," and now many testify that they have received the "gift" of teaching, and will wait "on teaching." Rom. 12:7. As a denomination we did not stand the tests on "righteousness by faith" and "health reform," but the summer-school teachers realized that they must accept not only these by faith, but they must go farther, and take the test of "wisdom by faith."

If our people repeat the history of the past, they will go into greater darkness, and others will be brought in who are now longing for light on the educational question. Every one who takes a stand against Christian education, turns from the light given for this time, and so will go into deeper and still deeper darkness. This is the shaking question of the

“shaking time.” The teachers understand this, and are being prepared by the Spirit, to go to the churches as light-bearers.

LOCATION OF SCHOOLS.

THE location of the church school is a question worthy of consideration. Adherence to the principles of Christian education requires a thorough conversion, and this will be seen more and more as the question is studied. The Lord leads us gently, giving us simple principles at first, but these unfold constantly as we walk in the light. If you have decided to accept the Lord's system of education, you may rest assured that you have stepped into a path which is leading you farther and farther away from established customs and the ways of the world.

The cry to come out of Babylon is to be repeated from educational centers. Our cities are centers of iniquity, and children surrounded by this atmosphere are poisoned through and through. The future is to be read in the history of Sodom and Gomorrah. The effect on youth is portrayed in the description given of Lot and his family. It would seem that in order to most forcibly impress the results of daily environments on the character, not only of youth but of adults, the sacred history places the life of Lot over against that of Abraham and his household.

Here are words which clearly give our duty, and likewise show what spirit we may expect to meet. "Let the students be out in the most healthful location that can be secured, to do the very work that should have been done years ago. Then there would not be so great discouragements. Had this been done, you would have had some grumbling from students, and many objections would have been raised by parents, but this all-round education would prepare the children and youth not only for practical work in various trades, but would fit them for the Lord's farm in the earth made new."— *Unpublished Testimony.*

Various trades must be taught and agricultural work done in connection with the schools. This is especially necessary for the youth, and since it can not be done in the cities, the time has come for our city schools to urge its patrons to move into country places.

"There is room in her [nature's] vast boundaries for schools to be located where grounds can be cleared, *land cultivated*, and where a proper education can be given. *This work is essential for an all-round education, and one which is favorable to spiritual advancement.* . . . Serious times are before us, and there is great need for the families to get out of the cities into the country, that the truth may be carried into the highways and byways of the earth. *Much depends upon your laying your plans according to the word of the Lord, and with persevering energies to go ahead.*"— *Private Testimony.*

This instruction is very plain, and the coming school year should see advance steps taken rapidly in this direction. There are many Christians who own farms, who, when the people of the city take a decided stand in regard to moving into the country, will offer land for the support of schools. This is already the case in a few instances.

E. A. SUTHERLAND.

PARAGUAY AND ARGENTINA.—FIELD FOR CHRISTIAN TEACHERS.

E. W. SNYDER.

FROM a personal acquaintance with this field for the past eight years we can speak with some assurance of the adaptability to it of the principles of education set forth in the recent light given us on this subject.

These stand out in contrast to those which form the basis of popular education in this mission field, where the highest ideal seems to be a proficiency in instrumental music, drawing, painting, crochet and fancy work, etc. The more sensible element, especially among the foreigners, realize that something more practical is needed than the above training, and send their children to private or select schools. The latter are not only esteemed for the superiority of their educational training, but for the higher grade of morality surrounding the children sent to them. Thus at the beginning the private school in this field does not have

the competition of the public school that it does in our own country. The study of the gospel as revealed in the book of nature especially commends itself to us as a great auxiliary in evangelistic work. Living in this enlightened favored land, we can scarcely realize the darkness that enshrouds this people after more than three centuries of Roman Catholic rule, with the Bible a sealed book. Faith in spiritual things is weak. Bible truths, repeated time and again, make scarcely any impression on the conscience. Religious living is practised with the motive of attaining material profit, rather than from motives of love in response to the great gift of God. What a power must attend the preaching of the gospel when God and his ways are studied in the book of nature. It is only in this way that many, owing to ignorance, can have any just conception of him.

The natives of Paraguay are proverbially great lovers of nature. From this source they gather models for making various useful articles about their homes.

Women, from the various figures of the spider's web, make fine pieces of lace, some of them worth eight and ten dollars. Who could estimate the good done by the church-school teacher in directing these students of nature to nature's God?

This country offers special inducements to a church school in the feature of industrial farming. Land is given to settlers on certain conditions, and it is so pro-

ductive that three or more crops a year are taken off the same piece of land. Where are the teachers that will enter this field, and demonstrate the fruits of Bible living and Bible farming before the people?

ITEMS.

CALLS have come for over one hundred teachers in church schools. Those churches which arrange definitely for the length of term, the proper grade of work, and the teacher's salary, will, of course, receive first choice of teachers.

During the month of July Mrs. E. F. Long gave twenty-four lessons in basket sloyd to sixty young people who are preparing for the church schools.

Neatness and accuracy are cultivated as well as a knowledge of manual work for children.

Mr. Raymond, of the Sanitarium cooking-school, has a class of forty summer-school students, in a brief course of hygienic cooking.

Mr. P. P. Bilhorn, the singing evangelist, whose songs are so widely used in mission work, entertained the students for an hour one morning, with word and song. Most of his music is inspired by some touching

bit of human experience, the knowledge of which adds to the interest of the singer.

That the principles of Christian education are not held exclusively by those claiming to belong to the remnant church is quite frequently manifest.

The College was visited the last of July by a Hebrew, Mr. Yudelsohn, who conducts a school in Patterson, N. J., for Jewish children, in which the Bible is made the basis of the work. Recognizing the fact that the once chosen race is fast losing its children, this is the effort now being made to bring strength to the religion.

Several times in recent private letters from Sister White, the subject of the Southern work has been clearly dwelt upon. Teachers should be sent to that darkened field at once, lest the door be forever closed. The College expects to open its training station for Southern workers this fall. By the time the next number of the *ADVOCATE* is printed, it will be possible to give more definite plans.

The People's University now conducting a series of lectures for the advancement of social questions at Berrien Spring, Mich., offers an excellent opportunity to see the strivings of men's hearts after the higher life.

The Community hold all things in common, and men who are capable of commanding a high salary are content to labor for the upbuilding of humanity with no prospect of remuneration above bare necessities.

They advocate a system of parochial schools, which they are working to establish in every county of the United States, and every country in the world. As a people, they express a deep interest in our peculiar faith and principles of education.

What is going to be done for the children of the cities? There are numerous missions for the uplifting of the drunkard and the rescue of the sick and fallen. There are none too many of these to be sure; but should the children be passed unheeded? The hearts of some are turning anxiously in this direction, and there is an intense longing to start a college settlement in Chicago which will gather in the children, give them Christian instruction, and which will, through them, open the homes of many of the laboring people who are otherwise hard to reach.

We need teachers who can conduct kindergarten classes with Bible truths; teachers who can take the older children, and give them lessons in healthful living, sewing, and cooking; who can hold mothers' and fathers' meetings, and do house-to-house work.

Whose heart has heard the call?

Teachers are needed in several foreign countries, but there is no means on hand with which to send them, or support the workers until the work can become self-supporting.

India is making a most earnest plea for workers. England, also, asks for teachers. Here are a few words from a letter from Elder D. E. Wellman, of Jamaica :—

“Can not something be done for us? Can not some one raise a Macedonian cry that will awaken some to assist in our needy field? . . . There is Southfield, one of the most important places in the island. Who will take that, and how will they get there? What is done, must be done quickly. The Catholics perceive the advantage to be gained, and are providing teachers in some districts, and the priests are paying them out of their own pockets.”

If each family interested in Christian education would show the same zeal as those Catholics; if each church school had its missionary fund for the support of teachers who are working for heathen children, could we not support several teachers in the foreign field? Who will be the first to make a suggestion or set aside a definite sum?

From a private letter dated June 1, we read that the proceeds from the printing, broom, and carpentry departments of the industrial school at Kenilworth,

Cape Town, S. A., were \$500 for the month of May. Over one half of this was gain. When it is remembered that the work is new, and that the children of South Africa had to learn to love work, it speaks well for our sister institution.



PUBLISHERS' PAGE.

Do you not wish to subscribe for the *Gospel of Health* and the **ADVOCATE** while you can obtain the two periodicals for 50 cents per year ?

SPRINGVILLE, TENN., July 29, 1899.

DEAR **ADVOCATE**: I have just read the July issue of **TRAINING-SCHOOL ADVOCATE**. Must say I am delighted to see the principles of education discussed as they are in this little book. I think you are getting hold of the right idea, and have discovered the true foundation. You are on the safe side. Go ahead in your good work. . . .

Yours in the interest of the advancement of Christian education,
THOS. E. WARD.

THE FIRST ANNIVERSARY.

It is just a year since the Chicago, Milwaukee & St. Paul road inaugurated its celebrated Pioneer Limited passenger train service between Chicago, Milwaukee, St. Paul, and Minneapolis. This service marked a new era in the railway world in the line of passenger accommodations. At a cost of a quarter of a million dollars that progressive company furnished the traveling public, in its Pioneer Limited train, comforts and facilities the best ever produced. This train has been described many times in newspapers and magazines, but should be seen and examined to be appreciated. In beauty of finish, richness, and elegance of furnishing, nothing equal to it has ever been attempted by any other road. The car builders were nearly a year in completing the Pioneer Limited trains (there are two—one leaving Chicago for the West and the other leaving the Twin Cities for the East every evening in the year), and they stand

to-day a monument to the builder's art. No regular passenger train service in America is as well known as the Pioneer Limited. From the standpoint of passenger traffic the past twelve months have been the most successful in the history of the St. Paul road, made so very largely by the Pioneer Limited. The patronage of this service is a striking illustration of the fact that the public appreciates a good thing.

A NEW BOOK FREE.

ANY one can obtain it without cost. Just send your address and six cents in stamps to pay postage. The book contains 100 pages of freely illustrated matter. It describes the Northwest, from St. Paul to San Francisco, and is suited to the library table, schoolroom, traveling bag, reading room, dentists' and physicians' offices, farm house or city residence. The Northern Pacific Railway has published a new edition of this book annually for several years, and it may be found in homes and schools in every part of this country, and also in many foreign countries.

If you want to know where to spend your vacation, where to hunt or fish, where to see the finest scenery, or where to find a new home, you want this book. Send the six cents to Chas. S. Fee, General Passenger Agent, Northern Pacific Railway, St. Paul, Minn., and he will send you "Wonderland '99."

For rates and other information address W. H. Whitaker & Co., 153 Jefferson Ave., Detroit, Mich.

"ROUND ABOUT SHASTA"

Is the name of one of the chapters in the Northern Pacific's new "Wonderland '99."

The region about Mt. Shasta, in Southern Oregon and Northern California, can not, from a scenic point of view, be

uplicated in this country. No matter where one has been or what one has seen, here is something new, striking, entrancing. Prodigious mountains, seductively beautiful streams, most charming valleys, mingle together in delightful confusion. This route is away and beyond the finest route into or out of California, and one who has seen southern California only, has seen but half of a beautiful picture.

"Wonderland '00" depicts the beauties of the Northern Pacific-Shasta route, and by sending six cents for it to Chas. S. Fee, St. Paul, Minn., you can obtain a copy, and you will be glad to have it.

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BEAUTIFUL WILD FLOWERS

From Yellowstone Park, nicely pressed and mounted, can be obtained by sending your address and fifty cents to Chas. S. Fee, General Pass. Agent, Northern Pacific Railway, St. Paul, Minn.

We have a limited number of books, 6 by 8 inches in size, containing ten specimens of wild flowers common to the Park. These books are nicely gotten up, and in mailing are carefully wrapped so as to avoid injury in the mails.

The flowers are carefully mounted on heavy paper, the freshness of color is well retained, and the common and botanical names are given, together with a brief statement of where each flower may be found.

Two full page illustrations of Park scenery are given, one of the Excelsior Geyser in eruption, the other of the Lower Fall and Grand Cañon.

These herbariums are precisely alike and make very nice souvenirs of the Park, particularly for those who have visited the Park or those who are interested in botanical studies. Send fifty cents and your address, and be sure and state where the advertisement was seen.

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WHEN one travels, or takes a vacation trip in the summer, naturally, one wishes to escape extreme heat and dust. Latitude and elevation largely govern the question of comfort.

The Northwest is pre-eminently the place for summer travel on account of its coolness, caused by the mountain breezes, latitude, and elevation. Extreme latitude means too much heat or too much cold. Extreme elevation is apt to produce wobbly hearts or painful breathing. The line followed by the Northern Pacific Railway avoids the extremes noted. The temperatures found are cool without being cold. The elevations above sea-level are variable, of course, but always moderate as the following table shows:—

St. Paul.....	710 feet.
Detroit..... 204 miles,	1,362 "
Dickinson..... 500 "	2,403 "
Billings..... 802 "	3,115 "
Helena..... 1,130 "	4,250 "
Missoula..... 1,255 "	3,195 "
Spokane..... 1,513 "	1,910 "
Ellensburg..... 1,785 "	1,510 "
Portland..... 2,056 "	30 "

The Rocky Mountains are crossed three times, the Cascades once, at the following low elevations:—

ROCKIES — Bozeman Tunnel.....	5,565 feet
" — Mullan Tunnel.....	5,548 "
" — Coriacan Pass.....	3,946 "
CASCADES — Stampede Tunnel.....	2,885 "

The temperatures are in keeping with the elevations. An average temperature from June to September, for the region in North Dakota and Montana east of the mountains, is from 65° to 70°; among the mountains it is even less than that.

The average summer temperatures west of Montana are not materially different from these, dependent, of course, upon ele-

vation and topography. Cooling winds from the mountains and the Pacific Ocean prevent uncomfortable hot spells, and the elevation above the sea checks excessive perspiration and consequent discomfort.

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Send six cents for "Wonderland '00" that treats at length of the region, to Chas. S. Fee, General Passenger Agent, St. Paul, Minn., or for rates, etc., to pleasant resorts, write to or call on W. H. Whitaker, 153 Jefferson Ave., Detroit, Mich.

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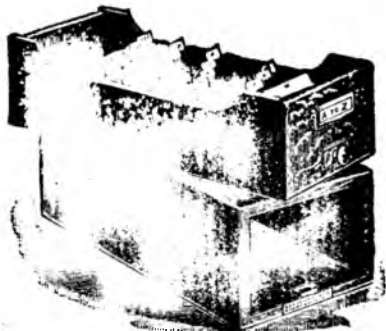
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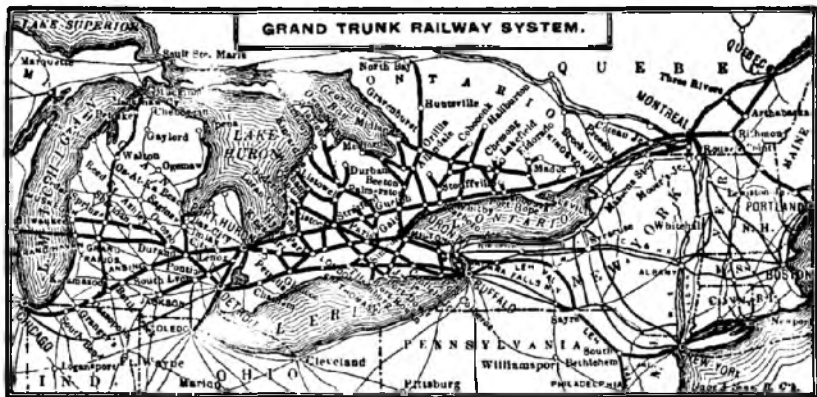
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