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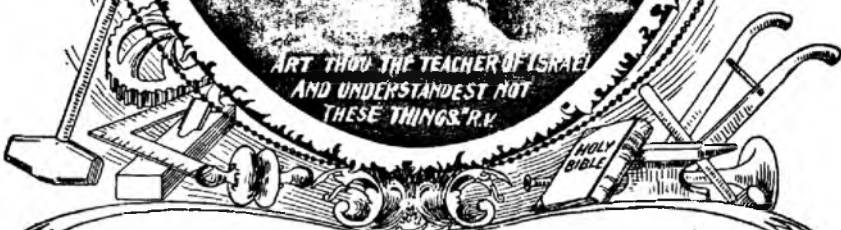
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TRAINING SCHOOL ADVOCATE

JULY, 1900.



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



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CONTENTS.



GENERAL.

CHRISTIAN SCHOOLS AND THEIR TEACHERS	213
EDUCATION AND THE TRUTH	215
THE CHURCH SCHOOL BOARD	216
DISCUSSION OF THE DUTIES OF THE SCHOOL BOARD	217
WHY SHOULD SEVENTH-DAY ADVENTISTS HAVE AN EDUCATIONAL SYSTEM?	220
CAN EVERY CHURCH HAVE A SCHOOL?	223
THE OPENING OF THE CONFERENCE	224

EDITORIAL.

THE TEACHERS' CONFERENCE	226
TEACHERS' CONFERENCE BULLETIN	226
THE NEED OF WORKERS	227
THE PAW PAW INDUSTRIAL SCHOOL	228

WITH THE TEACHERS.

A SEED (<i>Poem</i>)	229
HEALTH PRINCIPLES FOR TEACHERS	229
QUALIFICATIONS OF A TEACHER	231
WOODLAND INDUSTRIAL SCHOOL	233
WORDS FROM THE TEACHERS	234
ITEMS	236
PUBLISHERS' PAGE	239
ADVERTISEMENTS	240-248

The Advocate

A JOURNAL OF CHRISTIAN EDUCATION.

VOL. II.

JULY, 1900.

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CHRISTIAN SCHOOLS AND THEIR TEACHERS.

[Extracts from the writings of MRS. E. G. WHITE,
read at the Teachers' Conference.]

"**S**HALL members of the church give means to advance the cause of Christ among others, and then let their own children carry on the work and service of Satan?"

"Can we wonder that the children and youth drift into temptation, and become educated in wrong lines, when they are continually associating with other neglected children? . . . There is a work to receive the light of truth, and workers must be educated. Schools which will provide for the education of the children must be opened in places where they are so much needed."

Gather the Children.

"There is earnest work to be done for the children before the overflowing scourge shall come

upon all the dwellers upon the earth. The Lord calls upon all who are Israelites indeed, to serve him. Gather your children into your own houses. Gather them in from the crowd who are voicing the words of Satan, who are disobeying the commandments of God. . . . Gather in your children, and give them the Word of God as the foundation of all their education. Had the churches in different localities sought counsel of God, they would not need to be thus addressed on this point."

"Any one of the children of the Hebrews who was found in the Egyptian habitations was destroyed. . . . We have a special work to do in educating and training our children, that they may not, either in attending school

or in associating with others, be influenced by those of corrupt habits."

"*Fathers and mothers, make haste!* Your children are to be objects of your solicitude. Principles are to be kept before your children that will exert a heavenly influence over life and character. By every means at your command you are to teach them that they are not to pattern after the worldly plan of education, but the truth must be impressed upon their hearts and minds. The truths that Satan has concealed by his hellish shadow, the truths he has misinterpreted and misapplied and disconnected from the Lord of glory, are to be received, opened, and explained, and made to appear in their heavenly beauty, to be seen as truths that shall stand fast forever. They are to be re-established in the minds of men by the living agents whom God has appointed, and error is to be revealed in its true character by the light of truth."

Converted Teachers.

"I would that the teachers in our schools could be of God's selection and appointment. Souls will be lost because of the careless work of professedly Christian teachers, who need to be taught by God day by day, else they are unfit for the position of trust. Teachers are needed who will strive to weed out their inherited and cultivated tendencies to wrong, who will come into line, wearing themselves the yoke of obedience, and thus giving an example to the students. The

sense of duty to their God and to their fellow beings with whom they associate, will lead such teachers to become doers of the Word, and to heed counsel as to how they should conduct themselves."

"Every teacher should be under the full control of the Holy Spirit. If the teachers will open their own hearts to receive the Spirit, they will be prepared to co-operate with it in working for their students. Every teacher should know and welcome this Heavenly Guest."

"Special talent should be given to the education of the youth. . . . Educators of youth should be Christians who are themselves under the discipline of God."

Progressive Teachers. "Those teachers who have not a progressive religious experience, who have not learned daily lessons in the school of Christ, that they may be ensamples to the flock, but who accept their wages as the main thing, are not fit for the solemn, awfully solemn, position they occupy."

"The truth is life and power, and to present it so that impressions will be made upon hearts, should be the work of our schools as well as of our churches, of the teacher as well as of the minister."

"We can not in this day of peril *accept teachers* because they have *been in school two, three, four, or five years*. The question which should decide whether they are qualified for their work should be, Have they, with all their acquisition of knowledge, searched the Bible, and dug beneath the surface for truth as for hidden treasures? Or have they *seized the chaff* in the place of the pure wheat thoroughly winnowed? Are they partaking of the fruit of the tree of life?"

"Many teachers are leading their students over the same track that they themselves have trod. They think this is the only right way. They give students food which will not sustain spiritual life, but which will cause those who partake of it to die. They are fascinated by that which God does not require them to know."

Efficiency Required.

"God wants the teachers in our schools to be efficient. Let none feel that having an earnestness in religious matters is all that is essential in order to become educators. While they need no less of piety, they also need a thorough knowledge of the sciences. This will make them not only good, practical Christians, but will enable them to educate the youth, and at the same time they will have heavenly wisdom to lead them to the fountain of living water."

No Cheap Cast of Mind. "The teachers for our schools should be *selected from the very best class*. They should be experienced Christians who are balanced in mind, men and women who have learned the lesson of self-control. Then they can educate and do a work of larger importance than even the minister in preaching the Word. They can prepare the soil that the truth may have effect upon human hearts. . . .

"No *cheap cast of mind* should be placed in our church schools. The very best is required in educating and molding the human mind. . . . I dwell upon this, because suitable teachers are much needed, and men and women must be fitted up in the home and in the school to do a work of ministry of which they will not be ashamed."

No Haphazard Work. "Teachers themselves should be what they wish the students to become. They should possess well-balanced, symmetrical characters. They should be refined in manner, neat in dress, careful in all their habits, and should have that true Christian courtesy that wins confidence and respect."

"No *haphazard work* must be done in the *appointment of teachers*. Those who have *devoted years to study*, and yet have not gained the education essential to fit them to teach others in the lines the Lord has marked out, should not be connected with our schools as educators. They need to be taught the first principles of true, all-round education."

EDUCATION AND THE TRUTH.

BY J. H. KELLOGG, M. D.

YOU have been engaged in a great work, that of feeding others. You have come here to get more food, that you may the better feed the scattered sheep and the lambs of the fold.

The greatest thing in the world is truth; there can be nothing greater. Christ said, "I am the way, the truth, and the life." Truth endureth to all generations. Truth has power to make us free. And you are here to get more truth.

I asked under what organization you were working, and was told you were working under the great organization with which the people of God unite when they get truth. There is truth here, you recognize that, and it is truth that you will carry away.

I do not know of any greater thing to do than to dispense truth. You can have no greater mission than to give truth to others. There is nothing more satisfactory than to feed one who is hungry. One must be very hard-hearted who will not break off a piece of his bread and give it to even a hungry dog.

We have a wonderful store-house of truth. The world is hungry for the truth. On all sides the world is lifting up its hands and begging for truth. The children as they have come to your school from day to day, have sat there with their eyes and ears open to receive the truth. It has been a great source of encouragement to you, as you have sown the seeds of truth, to see it take hold upon the child and grow up into character. That has been the greatest compensation you have had.

I have been interested in essential reforms in education from whatever source they have sprung. I believe that it is God that is putting these reforms into the world. Every new invention, every new discovery, comes from God. Every good idea comes from God. Every good idea on the subject of education, whether it be Froebel, or

Pestalozzi, or whoever it may be that advances it, is from God.

The educational processes of six thousand years have been leading men away from God. But we have a better method than any of these educational systems. These ideas that God has put into the world are working together. There are many systems known as the natural method. Our work is to determine what are natural processes, what is the divine order, and what is to prepare the child to walk in the divine order of life physically, mentally, and morally. The divine order given to Adam, the natural instincts, have been lying dormant, and it is our work to arouse these sleeping instincts, and bring them into play again, so that God can use them. In many cases this will involve a method the very reverse from that commonly used. For instance: it is not to say to the boy, "Stand up straight against that line," but it is to see what he is fitted to do and how God is leading him, and help him in that direction.

Education comes from within. You can not put it into the child; it must be drawn out. You are to furnish the data, and the child must grow by its own efforts, by its own powers. It is the development of his own soul. It is most important that the work in which you are engaged be performed aright.

Our special work at the Sanitarium is the restoration of the body; your special work is the restoration of the soul. You have a most delightful occupation. It is soul-inspiring to stand before a class of little boys and girls and see their eyes sparkle.

God has created laws which govern our being, and which he has put it within our power to control. He himself always works through these great principles because he is eternally true. That is why all the laws of God, natural as well as spiritual, are

immutable. When God does a thing, it is perfect the first time; and the operations of his laws are ever the same. For instance; when an apple falls, it does not sometimes fall up and sometimes down, but always down. That is an immutable law. He can not make his work more or less perfect, because he himself is perfect, and because he is ever the same. So when we see a great principle at work, we know it is God at work.

The laws that are continually at work in our bodies are simply an illustration of the working of God. The heart would stop in a second if God did not keep it beating all the time. The closer we look into the workings of his laws in the human body, the greater the mystery becomes. We can not find any explanation of it in physiology. We only find continually deeper, more profound mystery. We may go into it ever so far, and yet we never reach the end. The workings of his laws spread out farther and farther, and the more nearly we

approach God the greater the mystery. Thus God is always at work everywhere in every living thing. God has principles in every individual. So by the study of these principles, by the attitude we assume toward them, he has made it possible for us to co-operate with him; he has in a certain way made it possible for us to move his mighty arm so that he can work through us.

In the first place, we must have a need; then we must have such an attitude toward God that he can supply that need, — a real need, and a right attitude toward God. If we take a right attitude toward God, that makes it possible for God to do in, for, and through us what he wishes to do.

So when we come to the education of boys and girls, we need to be trained. We have the opportunity, by assuming the right attitude toward God, of bringing into use these principles on the subject of healing. You will have to undo a great deal of mischief, and to do a great deal of restoring.

THE CHURCH SCHOOL BOARD.

BY ELDER N. W. KAUBLE.

WHEN wise men decide to erect a building, they secure the services of competent workmen. If much is involved, the mechanic is required to give bond for the faithful and efficient performance of his contract. When a business firm employs a clerk or an accountant, he is required to give evidence of competency. If human life is endangered by disease or accident, no sensible man employs a novice to give counsel or treatment.

Why such particular care in these matters? The reason is evident: important interests are involved. In the first case, money is invested; and in the second, human life is in the balance. They are of too much value to be entrusted to the hands of inexperienced and incompetent persons. If men in temporal things can not afford to trust the

incompetent, how much less can we afford to permit our school boards to be made up of those who are not thoroughly fitted for the duties devolving upon them, for our schools are connected with eternal interests.

Our schools are to be in every sense distinctively Seventh-day Adventist schools; hence the board should be composed wholly of Seventh-day Adventists. No others can make the schools Seventh-day Adventist schools. However, it is not enough that they be Seventh-day Adventists. They must be converted Seventh-day Adventists: for one of the first duties of those connected with our schools is to lead the students to Christ. Unconverted people can not do this. These school boards must be composed of more than converted Seventh-day Adventists. For reasons too evident

to admit of argument, these boards must be composed of converted Seventh-day Adventists who are in harmony with the reform in educational lines, enlightened as to the principles and methods involved, alive to the interests of the school work, capable of giving practical evidence of their ability to do something besides to speak in favor of Christian education. They must be men and women who have made a success of some line of Christian educational work. We can not at this time afford to make experiments. We must have successful, living, energetic, Christian business men and women to assume such great responsibilities.

Let me emphasize the importance of every member's being sound on the educational question, for the reason that when all think soundly and truthfully, there will be unity; and in unity there is strength. We must have strength to succeed, and we must succeed. Better have no school board than to have a divided one, or one dominated by members disloyal to God's plans and methods of education.

The thought already suggested during

[Synopsis of a paper read at the Teachers' Conference.]

DISCUSSION OF THE DUTIES OF THE SCHOOL BOARD.

BY MEMBERS OF THE CONFERENCE.

W. H. MANN: In organizing a church school, the church board should correspond with the Conference president in regard to organizing the school, and later with the College in regard to a teacher. It would be well if a complete statement could be made, showing the number of children who will attend, and the accommodations which can be furnished. After it has been fully decided to establish a school and the services of a teacher have been secured, it would be well for the board, in connection with the teacher, to devise ways and means for defraying the expenses. This burden should rest not only upon parents, but

this Convention, that salvation is the goal of Christian education, is so far-reaching in its bearings that it deserves mention in this connection. It is an easy yet dangerous thing for members of school boards to profess loyalty to Christian methods and principles, while they are ignorant of these principles, and incapable of applying the truth to their work. He is a weak member who can not give a practical demonstration of his proficiency and wisdom in at least some line of Christian school work. Lady members of school boards should at least be familiar with flower gardening and such lines of industrial work as lady students are expected to follow as a part of their education, else how can they serve as helpful counselors on our school boards?

Successful farmers, mechanics, and business men are needed to act in this capacity. The efficiency of the teacher is greatly augmented by an efficient school board. On the other hand, the most successful and well-qualified teacher in the world can not attain to the highest degree of success when yoked with, and hindered by, an incompetent board.

also upon those in the church who have no children.

The place where the teacher shall board is a matter of importance. In some ways it is more pleasant for the teacher to have a permanent boarding place; but for the good of the school it may be better to board around. This affords the teacher an opportunity of becoming acquainted with the influences which surround the children in their homes. It reveals to him the individual needs of his pupils, and enables him better to adapt himself to them in the work of the school.

The board in connection with the teacher

should arrange for the length of the term ; and for the convenience of the teacher and the good of the school, it should be known before the opening of the school, or as near that time as possible.

In regard to the teacher's salary, that, I think, not for the good of the teacher, but for the good of the church, should be paid at least two weeks in advance.

It is an important duty, and should be a blessed privilege for the board to visit the school, and help not only by their presence but by giving talks to the school on some interesting subject. It would be a change that the pupils would enjoy. It is important that parents and teacher should frequently meet together, and talk over the interests of the school. By praying together and seeking for the unity of the Holy Spirit, the spirit of faultfinding, which Satan is always endeavoring to bring in, would be forever banished from both the church and the school.

MISS PINES: I have often said this winter that I did hope that every teacher in the field had as good a school board as I had. Our school board, I think, almost reached the ideal that Elder Kauble placed before us to-night. I should like to emphasize the thought that our school boards should understand Christian education.

My experience has been that our College paper, the TRAINING-SCHOOL ADVOCATE, is one of the best means for arousing an interest on the part of the members of our school boards in the principles and methods of Christian education. After the board began to read the ADVOCATE, the interest in the school work grew until at their recent election four members were added to the board, in order to get more people interested in the school work. Then the old members told the newly elected ones that it was time for them to subscribe for the ADVOCATE. I think that the ADVOCATE has done more to get the people into harmony with the principles of Christian education, in Cleveland, than anything else I know of.

From what was said by others of the church school teachers, it was evident that

the church school board is a great and necessary help to the church school, and the TRAINING-SCHOOL ADVOCATE is one of the best means of bringing all to an intelligent understanding of, and harmonious action in, educational work.

PROF. SUTHERLAND: How many of you would like to be together in a meeting of the members of school boards, and let them tell about the church school teachers? Undoubtedly the members of these boards are the most progressive members of the church, or they would not be willing to go to the trouble of looking after the interests of the schools. They have manifested faith. And where there has been trouble, perhaps the greatest difficulty has been with ourselves after all.

The ADVOCATE has needed and still needs help. If you should push it a little harder, have a few educational meetings, stand a little more stiffly for the principles you are advocating, then you might have more influence.

I know you will agree with me in the statement that the best board on earth could never make a school. It depends upon the teacher. A good teacher can make a good school. Why?—Because if you are a strong teacher, and have been placed in that position by God, you have a board standing behind you made up of God and Christ and all the holy angels and all the good people on earth ; and all you need to do is to open your heart, and receive the power and strength they have for you.

It is a great help to have a board stand by us. Success depends upon co-operation. The board is necessary ; but no teacher should become discouraged simply because he thinks the board does not put forth all the energy that it ought in order to make the school a success. Heaven does not become discouraged because we do not put forth all the effort which it knows is necessary for success. Our attitude toward the work should be that we are going to make it a success.

Whenever a church decides to establish a school, it shows its interest. It is the work

of the church school teacher to co-operate with that interest by helping the church to see more clearly, if possible, what are the true principles of Christian education, and what are our methods of working them out and applying them.

Now there are two ways of having schools: one is to do without a board where it can not be formed, the other and better way is to co-operate. If the church says to the teacher, Go ahead without a board, that may be the best thing. Here is an opportunity for the teacher to put the principles of Christian education into practice, to live them out, or rather to let them live in him.

There is a help, a power in a church school board that we can not afford to lose. One method of securing their interest is to lay our plans before them, tell them our needs, show them we are dependent upon them, throw ourselves upon them by asking them for help, which will make it difficult for them not to give the needed co-operation. If we manifest a spirit of independence toward others in their work, they will manifest the same spirit toward us in our work. They will simply say, "We do not care, let them go ahead." But if we let them know that we do feel our need of their help, their hearts will be made tender, and they will come in and help us.

About how many members should there be in an ordinary church school board? (Several answered, Five.) How many have found three better than any other number? (A few.) How many of you have been out in the work? (About thirty.) How many of you are members of school boards? (Two.) How many of you were officers of the board? (Three.) How many of you were invited to all the meetings of the board? (Twelve or fifteen.) How many of you were in schools where there were more than five members of the board? (One with six besides the secretary, another with seven, and another with nine.) How many teachers worked in church schools where there were no boards at all? (One.) How many in schools where the boards had no meetings, so far as you know? (Two.)

How many were in schools where there were no more than two or three meetings — just enough to do the legal business? (Several.) How many teachers ever called the board together and had a study on Christian education? (Three.) How many asked for the privilege and were denied? (Three.) What does this show us? (A lack in the teacher.)

If we could have had a meeting with the school boards, we should have had a rousing time, because they would have told us many other things. "That teacher never came around to see us, and we did not know what to do. Didn't we expect they were going to tell us they saw things from another side, and we must put ourselves around on their side and see things through their eyes?" (Some one suggested that many called meetings not only of the school boards but of the parents.)

I have found in my work that it is a good plan to begin with a few, if you want to bring in a change. If it is brought before all at first, various objections will arise, and persons may be influenced to think on the wrong side, and thus Satan gain the control. But if you get the school board together, explain your plans to them, get them interested, have them criticize and help mature the plans, then bring the matter before the church, you will have not only the co-operation of the brethren, but of the Lord. This was Paul's method, and it is better than beginning with a large congregation. It is an excellent plan to have meetings with the people; but I believe it is a grand thing to meet with the board just as often as consistent.

It would also be well to hold meetings with the church from time to time. It would warm up the hearts of the brethren and sisters for the teacher to lay before them the work he is doing in the school with the children. They should be led to see the difference between the church school and the public school; and the results of the work in the church school should be such as to show the real practical difference.

The members of the board have, of course,

had very high conceptions of the work that should be done. Perhaps they have not made sufficient allowance for the weakness of the teachers. Perhaps the children go to Sabbath-school, and do not manifest that deportment which is most pleasing, and the parents feel disappointed. There may have been some unpleasant occurrences in the school. Some one may have started an evil report. And finally the school board may get the idea that it is only a fad and say, "Let it go," and so lay no plan for a school for the next year. The church school teacher should be so filled with good sound sense or godly wisdom that the board, the church, and the community will be all alive.

We must therefore, conclude that the real success of the school must depend upon whom? (Several voices: Upon the teacher.) If the teacher does his part well, the board will co-operate with him. If he has good plans, they will help him execute them. Where the teacher is progressive in his work, the board will sooner or later come to

that place in which they will say, "God be with you, and we will help you."

The board expects the teachers to do the detail work. They can be with us but little of the time. We should, of course, move carefully, and counsel on the general interests of the school, but remember always that our real strength is in leaning upon the strong arm of God.

Every teacher should consider it a part of his mission to arouse an interest in the reading matter that has been prepared on the subject of Christian education. Here is a field in which to exercise your canvassing ability. We have read that the efficiency of the minister might be greatly increased if he would also do some canvassing; and it certainly is no less a part of the work of the church school teacher.

ELDER KAUBLE: I want to emphasize what Professor Sutherland has just said in regard to the importance of the teacher's doing missionary work with the members of the churches in which your schools are situated.

WHY SHOULD SEVENTH-DAY ADVENTISTS HAVE AN EDUCATIONAL SYSTEM?

BY M. B. DE GRAY.

BY creation man was made in God's image, and he, like the plants, like all things in the universe, grows into harmony with God in accordance with divine laws. That law of growth is *education*. I repeat, the law of growth and development by which man attains oneness with his Maker is *education*—true education—what we call Christian education.

There is one supreme law of growth for man, according to which he will develop the character of God, just as there is a law of gravitation which every substance, from the mote in the sunbeam to the orbs of heaven, obeys with unfailling accuracy.

The laws of cohesion and adhesion, of crystallization in the mineral world, the

law by which nutrition is taken by plants from air and soil, is no more sure than the law of growth for man, which is Christian education.

There is a law of growth divinely ordained: that is education. There is a fruit which is the result of this growth: that is religion. By religion I mean what a man *is*: not what he professes to be, but what he really is. The two differ materially in many, shall I say in the majority of men. But the *man* as he is registered in the books of heaven—that is the religion, and that is the fruit of the education. The way men deal with one another as bodies politic, in other words their government, is the result of the religion of the mass of the body

politic; hence the religion and the government of any nation, of *all* peoples, rest solely and entirely upon the system of education followed. There is a democratic and a monarchical system of education just as truly as there is a protestant and a papal system of education. Perhaps I should group them thus, and say there is a protestant-democratic system of education and a papal-monarchical system of education. These two systems have existed since the days of Eden, and the controversy which angels watch with an intensity as proportionately greater than human feelings as their capabilities exceed ours,—this controversy of which this world is the battlefield, is between the protestant-democratic system of education on one side and the papal-monarchical system of education on the other side. It is the mystery of Godliness and the mystery of iniquity.

Should Seventh-day Adventists have an educational system? The truth is, they are arraying themselves on one side or on the other in spite of everything they can do or say to the contrary. They enlist under the banner of Prince Immanuel or under the banner of the prince of evil, and the question to be decided is not whether we should have a system of education, but whether Seventh-day Adventists are Protestants; whether they will be God's chosen people, and whether now, in this year 1900, even on this very day, they will accept the divine system of education, or whether, refusing to come up to the help of the Lord, they will allow their names to be registered in the books of the enemy of righteousness. If we are Protestants, the question is solved. We enter a road which leads us directly away from the established customs of the world. This, many, it is sad to say, fail to realize. But the education which develops that character that will exemplify the government of God has faith as the cornerstone.

As we have preached righteousness by faith, so we must teach *wisdom* by faith. Christ exemplified the education of God by his life of faith; he taught in harmony

with it by developing *faith* in his followers.

That question of the Saviour's, "When the Son of Man cometh will he find faith on the earth?" is a pertinent one. We claim to be a people who have the faith of Jesus Christ. We preach it from the pulpit, we spread it broad cast in our literature; but when it is to be taught in our schools, *we have it not*. O *faithless* generation, do we not know that the faith of Jesus Christ was faith in an educational system? It was the laying down of life for an *education*. The King of heaven laid aside his robe and crown, took human flesh, was born as a babe, placed himself in the hands of the advocates of the false system because he had confidence that the *true educational system* would conquer.

"Jesus Christ" says Paroz, "in founding a new religion, has laid the foundation of a new education in the bosom of humanity. He has exhibited in his own person the perfect moral development toward which we are to tend, a development which the wisdom of the ancients scarcely caught glimpses of; and he has opened to us by his death and resurrection, by his Word and the Holy Spirit, the way toward this ideal. He is, indeed, 'the way, the truth, and the life,' and we can say of those who would banish him from education and the *school*, what St. Paul said of the Jews hostile to Christ, that 'they are enemies of the human race.'"

And in education as in the case of bodily healing at the gate Beautiful, we can say in the words of Peter, "His name, through faith in his name . . . hath given this perfect soundness."

That Christian education means wisdom by faith, as righteousness means righteousness by faith, is, I think, acknowledged theoretically by the majority of Seventh-day Adventists; but as a people we fail to see that an education by faith calls for a separation from the educational system of the world. It is but imperfectly understood that the sciences, properly taught, develop faith, but that those same sciences, improperly taught, develop doubt. That is a fact

acknowledged by educators, and it is time for us to be educators enough to recognize the same thing. Let me give you a quotation which shows that the sciences, as taught in the schools to-day, do develop doubt. Frank S. Hoffman, a professor in one of our theological schools, says, speaking of study: "In every sphere of investigation he [the student] should begin with doubt, and the student will make most rapid progress who has acquired the art of doubting well." Then from this method in science study the student is led to theology, and finally to the statements of the Master Teacher himself, for Professor Hoffman continues: "We ask that every student of theology take up the subject precisely as he would any other science: that he begin with doubt, and carefully weigh the arguments for every doctrine, accepting or rejecting each assertion according as the balance of probabilities is for or against it. . . . We believe that even the teachings of Jesus should be viewed from this standpoint, and should be accepted or rejected on the ground of their inherent reasonableness." Speaking of the tendencies of the age, this writer says: "True, it is . . . more *doubting* than *believing*."

There is a feeling of unrest, a longing for an education, that will give character. The world wants it. Where should it be found? Assuredly in the church which is the light of the world. Where is it found? Can we now go to the world saying, "Behold it! God has entrusted to our care a work for your children: bring them to us?"

Strange, passing strange, that this people, who have everything to encourage them in moving forward, who are blessed above their fellows with the spirit of prophecy which points out the way, should now at this time of all times hesitate, look back, and finally sink into lethargy when Heaven stands beckoning on, saying, "Rise, shine, . . . for the Gentiles shall come to thy light, and kings to the brightness of thy rising."

There is at this time a second opportunity offered the church to lead, not the religious world alone, but the entire world in matters of education. That is a fact, and to-day the destiny of this people hangs in the balance. Had Seventh-day Adventists taken up the educational work in 1840 or '44, they would to-day be the teachers of nations. God hath put forth his hand a second time to redeem his people, and to-day if we as teachers are willing to go forward, we shall find that God will open to us truths of Christian education which will astonish the world.

Why should Seventh-day Adventists have an educational system? — (1) Because God has chosen them, as he chose the Jewish nation of old, to be a church of teachers, a light to lighten the world. (2) Because as a peculiar people who preach the righteousness of Christ by faith, an education entirely different in character from that offered in any worldly institution, is necessary to develop the necessary character. (3) Because every body of people which has posed before the world as leaders has accomplished its work by means of an educational system, and Protestantism with its faithful ally Republicanism, is a product of Christian education; and having been begotten by such a system, the two principles remain in existence only so long as nourished by a pure education.

What should be the educational system of Seventh-day Adventists? Speaking negatively, it can never be the system advocated by the world. It must have as its object the development of a character destined to spend eternity with God; faith must be the means of its attainment. The subjects taught will be such as to develop harmoniously the threefold nature of man; in nature it will be spiritual; in operation, highly practical, fitting men and women for a life of usefulness. The methods followed will be in harmony with the proper development of faith.

CAN EVERY CHURCH HAVE A SCHOOL?

BY ELDER WILLIAM COVERT.

A SCHOOL, is required where there are children to be taught. The Word of the Lord says, "Train up a child in the way he should go." An important part of a child's bringing up comes through the school which he attends. If he attends a Christian school, then may the parent expect that his child is there receiving a Christian training.

Concerning the teaching, the prophet says, "All thy children shall be taught of the Lord." God's commandment as here declared can not be fulfilled if only the children near our large churches are provided with the privileges of a Christian school. To comply with this commandment it is necessary to do as the Testimonies advise: "There should be schools established wherever there is a church or company of believers. Teachers should be employed to educate the children of believers."

Just now the question is not with reference to the need of such schools or the duty of churches to provide them, for the need is apparent, and the duty should be admitted. But the inquiry is, *How* can the right thing be done?

There are a number of supports upon which these schools depend. It is not very difficult to establish a school where the church is large in numbers and where there is proper co-operation on the part of officers and members to bring it about. But the work is more difficult where these conditions do not prevail. The question is, Can all our churches have schools?

It is believed that if all persons and influences that have to do with this matter, maintained the attitude toward this subject which the Lord advises, it would be possible to have a school in every church where there are children to be educated. The first essential is to sense the importance of such a school. Could all realize that in these times of peril the salvation of the children

depends upon having a Christian training, a very much greater effort would be made to establish these schools. If the value of a *soul* could be estimated at its real worth, and the dollar question weighed in the true balance, the problem would be solved. This would reveal to us the possibility of having schools in *all* our churches.

One of the greatest difficulties which has to be met in carrying out the Lord's instruction in matters of education arises from the fact that very many have graduated on the negative side of nearly every question. They are wise as to the things they can not do. But *to do* they have no knowledge. They load themselves down with breaks to check the wheels of progress, when they should have their harness fitted on for pulling. All should study how the needful thing can be done, and not spend so much time in pointing out how it can not be done.

The greatest hindrance in carrying forward the school work is the embarrassment of debt which is upon the cause. Let there be a persistent effort made everywhere to free the precious cause of debt, and when this is done, the writer fully believes a better and freer spirit will manifest itself, and that many good things will be done which now seem to be impossible. We must remember that it is not impossible for God's people to do what he says should be done. Is it not our place to go forward, stepping in the direction the Lord has told us to go?

In order to establish a school in every church, church schools should be encouraged and advised by every responsible official along the line of operation. This will include the General Conference President, the District Superintendents, the presidents of the Conferences, the principals in all our schools, and the officers in all our churches, and it also demands the co-operation of our people generally. When this condition and this good will shall prevail,

and when such encouragement shall be given, then may we hope to see schools in *every church*. We are working toward it, and when the desire to perform it becomes universal, as above indicated, the way to bring it about will be sought. And when *all* the people seek it with *all* the heart, they will find it.

In the matter of support the method that prevails in most churches is to have those

who send the children meet the entire expense of the school. This is not as it should be. A church school should be supported by the *whole* church. The brother or sister who has no children to educate should help bear the burden of expense just as he bears his portion of the expense of the church in everything else. If this line of support can be enlisted, it will of itself solve the question of finance to a very great degree.

[Read at the Teachers' Conference, Battle Creek, Mich., June 20 to July 11.]

THE OPENING OF THE CONFERENCE.

THE Teachers' Conference held its first meeting at nine o'clock the morning of June 20. The following familiar faces appeared on the platform: Elders A. T. Jones, S. H. Lane, and I. D. Van Horn; Doctors Kellogg, Holden, and Edwards; and Brother W. C. Sisley.

The importance of the work of the church school teacher and the significance of the present gathering were referred to in the following words:—

ELDER A. T. JONES: There is a reform to be wrought in education. The education of to-day is an education of *doubt*, and consequently an education of unrighteousness. The only reform there can be to-day is therefore an education of faith, and secondly an education in faith. But nobody can ever be a reformer or have any true part in reform who does not first reform himself. He must submit himself to be reformed constantly.

So every one who has come here to attend the institute or the summer school, to have a part in the teaching that is to be carried on in the denomination in this day, is to engage in this work of reform. The first thing for each one of us is to see that we are reformers, and to submit ourselves to our Teacher or Master, to be reformed from day to day. Then we shall be prepared to have a part in a work of reform that is called for by the world and by God. And that work of reform has begun, and is certain

to go on until the day that the Lord shall come.

ELDER S. H. LANE: I can heartily endorse every sentence that has just been uttered. I am glad that the day is dawning when we shall have the privilege of being educated according to the right principles. Our educational work prepares for future action; and if the education is what it should be, the action will be correct.

No one is prepared to educate others unless he himself is educated; and I trust that Heaven's sweetest blessing may rest upon the educators in this Teachers' Conference.

I was impressed with these words just read, "All power in heaven and in earth" accompanies those who preach the gospel. That is a statement of an exact truth, all power in every sense, spiritual, mental, physical. God will give us all the power there is in heaven and earth, to use, that the truth may be successful. The only thing that will succeed from this on, is the truth of God, and we who accept that will succeed with it. May God bless us to this end.

ELDER I. D. VAN HORN: I learned by experience, when twenty-five years old, that the most honorable step that any one can take in this world is to unite with God and his cause, although the Lord and his cause in this world are with the few. The mass of mankind are with him who leads to destruction. The education that leads the

individual closer and closer to God is the true education. It fits us for a better country and a glorious eternity. I am glad to see so many here this morning who have given themselves to God and his work in the world.

W. C. SISLEY: The greatest need to-day in every department of the work of God is consecrated laborers. There is nothing that inspires me with more hope and courage than to meet with a company who have dedicated themselves to the work of God. It means something to give up the pride of life, the love of the world, and to come here during the heated season to fit one's self for the Lord's work. I am sure the Lord recognizes this on the part of every one of you, and will help you to do the work he has for you to do.

It is a difficult thing to submit the will; and yet when it is submitted, there is energy, push, and nerve to go forward. The Lord's work needs all the energy we have; and we must have decision, grit, nerve, and devotion, at the same time remembering that without the help of God we can do nothing.

DR. W. B. HOLDEN: I am greatly interested in reforms. The work of the medical schools has impressed on me the fact that education to-day does not fit a man for action as it should. I find that students who have had a popular medical education are least fitted for practical work.

For instance: I was talking to a class once, and desired to cut off a piece of cheesecloth for a bandage. I had only an old dull knife. A young man, uneducated in the schools, but educated in practical experience, stepped out, and soon returned with a gallon jar full of salt, with the remark, "You can sharpen your knife in this." That young man grasped the emergency. The others saw the need, but could not comprehend the situation sufficiently to meet the emergency. Their education had not been practical.

I am thankful that the Lord has among us schools that will educate young men and women to do practical work.

DR. S. S. EDWARDS: I can say that I, too, am heartily in sympathy with this work; and not only that, but I am in the work too. From the experience of the past year, I am sure that all of us can learn far more if we have the Holy Spirit as our teacher.

ELDER E. W. WEBSTER: I can hardly express the emotion I feel at this sight this morning. I praise God for this privilege. From experience in the field I see the need of this educational work. There is a great need of church schools, and of persons who are capable of teaching them.

A number of others in the audience gave expression to their gladness at the privilege of attending the Teachers' Conference and the Summer School. Some of the thoughts expressed are included here:—

"When a child, I was always taught to go to the Word of God for everything. No matter what study was taken up in the school, we always went to the Bible. And it has always been a great blessing to me."

"There never was a time in the history of the world and of the universe when a work was to be done that the Lord did not have some one ready to do that work. It was so in the plan of creation, and in the plan of redemption. And Christ said, 'To every man his work.'

"So now, when we have come to the closing work of the gospel, the Lord is stirring up the hearts, and hearts are therefore stirring themselves to take up this work and carry it on to completion. He has men in preparation, as well as those who are ready; and when the eleventh hour comes, they will stand in their lot and place. There is no doubt that the Lord has a place for every one who loves his work, and I trust for every one in this room."

"Some of us had a foretaste of the blessedness of this Conference while on the way. A number of us met on the train, and came in together. While waiting at a small depot, we had a blessed time by way of anticipation, talking over the work, singing, some even weeping for joy."



THE TEACHERS' CONFERENCE.

ON June 20 there opened in Battle Creek, Mich., the first Conference of Seventh-day Adventist teachers. This gathering marks an era in the history of this denomination. To churches as to individuals, opportunities present themselves when a decided forward step may be taken, or, the opportune moment being lost, there is an eternal loss. This has been the experience of all the Protestant churches. The great advantage offered generation after generation has been the educational work of the world. One by one the denominations have approached the crucial question, looked at it, and allowed the opportunity to pass. To-day the church claiming to have the last message for the world approaches the same question. With intense interest the decision is awaited by watching multitudes in unfallen worlds. The position now taken on the educational problem will determine the whole future of the cause.

God calls for Christian teachers who can go forth imbued with his own spirit to rescue the children. The hope of the missionary work is the youth. To fit the youth to become missionaries, Christian schools must be established.

For the past three years such schools have

been organized. The teachers who have taught in these schools have met the hardships attending every pioneer work. They have gone forward in the face of difficulties, and the surmounting of these difficulties has developed strength of character.

Teaching is a gift from God, and only those who are called should undertake the work; only those who do receive the call will stand by the work; others drop by the wayside. It is little wonder, then, that among the one hundred and twenty students gathered for the Conference a spirit of sweet peace and harmony prevails, so strong indeed that it is recognized and commented upon by those who enter the Conference for the first time.

There is no outward organization. Adherence to principle binds hearts together. There is a magnetic power felt which is drawing those whose hearts are open to truth into the circle of which God is the center.

There have been some remarkable experiences on the part of certain ones in attendance, which show that there is a power at work which is more than human. A work which should have been begun fifty years ago—the work of education—is now offered to our young people. The Conference is preparing workers.

THE 'TEACHERS' CONFERENCE BULLETIN.

THOSE in regular attendance at the Conference, and visitors as well, recognizing the importance of this gathering, made urgent request that the proceedings of the meetings should be published.

The subjects discussed at the Conference were of vital importance to lovers of truth and Christian education. It would be impossible to gather together an equal amount of information on the subjects in any other way. The educational question

is discussed from every side. The subject of institutions and the work of each; subject matter for Christian schools; proper methods; the work of parents; qualifications of teachers, etc., etc., are presented by those who have the opportunity of understanding these things because of actual experience. The relation of educational work to the message of healthful living had careful treatment by both teachers and physicians. It was decided to publish a limited edition of the Conference proceedings in book form, with paper covers, size 5 x 8 in., containing about 300 pages, to be sold for 50 cents.

The following resolution was adopted:—

Whereas, We believe that the principles being enunciated at the meetings of this Conference are those revealed by our Saviour for the instruction of his people, and that upon them stands the structure of Christian education; and

Whereas, We believe that the addresses given before this Conference, and the discussions which they evoke, will be gladly read by our people and the public generally, and will be of the greatest value in educating the people upon the principles for which we stand; therefore be it

Resolved, That we publish the proceedings of the Conference in a booklet for

general distribution, in an edition of not less than one thousand, the price of this booklet not to exceed fifty cents; and further

Resolved, That we request the Training-School Publishing Association to bring out this book, and that we will do our utmost toward extending its circulation; and further

Resolved, That we each pledge ourselves to become responsible for the sale of not less than ten copies, unless this obligation shall be cancelled by the failure of the supply.

The teachers pledged to take over one thousand copies, which they expect to dispose of in the churches which they will visit during the summer.

As before stated, it is the plan to issue only a limited edition. Here is an opportunity for you to obtain more information about Christian schools than has yet been published in any form.

You should read this report yourself, and should see that it is in the hands of every Seventh-day Adventist parent and teacher. The "Bulletin" will be published immediately at the close of the Conference. If you wish the "Bulletin," order at once. Address THE ADVOCATE, Battle Creek College, Battle Creek, Mich.

THE NEED OF WORKERS.

DO you realize the need that the world has to-day of Christian teachers?

We know that wherever there is a church there should be a school. In the United States there are over seventeen hundred churches. There should be in this country alone nearly two thousand teachers. Think of it! two thousand where we have scarcely two hundred.

How true are the words of Horace Mann: "The schools will be found to be the way that God has chosen for the regeneration of the world."

The fact that God needs two thousand teachers is enough to prove that there are

somewhere in this country two thousand young people who ought to be educators according to the divine plan. As there is never a sound without an ear to receive it, nor a beauty for the eye without an eye to see it, so there are not children who need teaching except there are teachers somewhere to do the teaching. He who balances the clouds, directs the winds, and weighs the mountains, is equally able to provide for the training of his little ones. This he is going to do, and that very soon. If there are not those within the church who will respond to the call, there are many earnest young people waiting just outside the door,

and these will respond when the call comes to them.

The church school work was begun in the most unpretentious way, but now, after the lapse of three years of quiet work, its influence is beginning to be felt. Heretofore it has been the policy of those who distributed the teachers to send them to any church which sent in a call. The time has arrived for more systematic work. The force of teachers in attendance at the Conference will, therefore, be concentrated in District 3. This is not saying that no teacher will be sent by Battle Creek College into any State outside its immediate district, but it is saying that Battle Creek College will spend its greatest force for the children of District 3.

At the close of the Conference, about thirty young people, who are strong in the principles of Christian education, will visit the churches in the interest of Christian schools.

There is often a cluster of churches within a small radius. If each of these could establish a school, the combined effort of three or four teachers would have an influence in that community which could not be exerted by one working alone.

States must be taken as States by the church schools. When this is done, the light of present truth will shine brighter than ever before.

Reach the children, and you touch the heart of the home, of the church, and of society. This work has already begun. By God's help it will go forward.

THE PAW PAW INDUSTRIAL SCHOOL.

THE idea that the youth should combine physical and mental work in obtaining an education is gaining ground. Christian education demands the symmetrical growth of the head, the heart, and the hand. If there is one period in life when manual training, not for the sake of learning a trade merely, but for the sake of the character developed by it, should be pursued, it is that period during which manhood and womanhood are developing. The proper physical training at that age makes it possible to meet the peculiar temptations with a greater degree of success; it avoids the break-down of the nervous system; and above all, or as a help in the other directions, it gives the pupil such a view of life as will tend to cause him to choose a spiritual instead of a physical existence.

There is a significance in the act of Christ in returning, at the age of twelve, to Nazareth to spend the following years by his father's side in the carpenter shop. While at Jerusalem he had settled once and forever what his life work should be; the decision having been made, he would work with saw and hammer with an untiring earnestness, learning daily those lessons which would enable him better to present the love of

God to the people during his active ministry.

Such is the training which our youth need to-day: such is the education which our industrial schools strive to give. The management of Cedar Lake Industrial School has been turned over, by the Michigan Conference, to the board of trustees of Battle Creek College, and it will be under the supervision of the Central Educational Association, working in harmony with the Conference Committee.

In order to accommodate the youth who desire to attend Battle Creek College, but who can not find work adapted to their years in a training-school, a small preparatory school will be opened near Paw Paw, Mich. This will be within easy reach of Battle Creek. The location is favorable, as it is in the fruit belt, and students can readily obtain work. About eighty acres of land will be connected with the school for the raising of fruit and vegetables.

The plan is to begin on a small scale. The school family will not exceed fifty, making it possible to give careful attention to each student.

Do you wish to place your boy or your girl in such a school?

WITH THE TEACHERS

A SEED.

A WONDERFUL thing is a seed,
The one thing deathless forever:
Forever old and forever new,
Forever faithful and utterly true,
Fickle and faithless never.

Plant lilies and lilies will bloom,
Plant roses and roses will grow;
Plant hate and hate to life will spring;
Plant love and love to you will bring
The fruit of the seed you sow.

—Selected.

HEALTH PRINCIPLES FOR TEACHERS.

BY DAVID PAULSON, M. D.

WE are living in the valley when we might be living on the hilltop. When Elijah called Elisha, he found him at the plow. Elisha was a big farmer. Elijah threw his mantle over him, and set him to pouring water upon his hands. From the human standpoint that was small business; but from God's standpoint it was big business. We need to get the high ideal that God has set before us in our work, and not despise the day of small things.

"These signs shall follow them that believe; in my name shall they cast out devils; they shall speak with new tongues." Mark 16:17. Some people think that some morning they are going to wake up and be able to talk in four or five different languages. It does not mean that. But some morning you will go into the class-room; and you will teach with a new tongue; that is, you will teach a new truth in a new way. You will not teach

this year as you did last year. You will not teach to-day as you did yesterday. You will have a new tongue, one that is touched with a live coal from off the altar. That is another tongue that is worth having.

"They shall take up serpents; and if they drink any deadly thing, it shall not hurt them." Many people are drinking tea and coffee and other things that are hurtful. Their dingy eyes show it. The time will never come when these things will not hurt them. But there are a people who are drinking such pure things that by and by, if they shall be constrained to drink "any deadly thing," anything that is injurious, it will not hurt them. Those who are drinking tea and coffee, or unsterilized milk, and other things of this kind, are preparing to take on disease; while those who are taking pure drinks will thus prepare the body to resist the plagues that are to come by and by.

What is the healing power in the body? — The blood. The blood is the life. The blood is not only the life and healing agency of the body, but it is the great healer. So in order for the blood to heal a man, who must be back of it? — God. Nevertheless, the blood is the healing agency. What makes blood? — Food. The fountain will rise no higher than its source. If a man has put bad food into his body, will good health follow? — No. God can not make healing blood out of poor food. If one takes bad food, the blood, instead of becoming a messenger of life to the body, will become a messenger of death. So in order to bring healing power, what is necessary? — Good food. And what is necessary in order to have good food? — To teach these hands to prepare good food—to make good bread.

Then again, after this source of strength, of health, of life, has been created in the body, what will increase its efficiency? — The unobstructed flow of blood through the veins. Nothing will do this better than exercise, and a good cold bath in the morning followed by a reaction. The reaction that comes to a man after a cold bath would kill every germ in Christendom. It gives the body a wonderful resisting power against disease. To make pure blood, then, we must, first, eat pure food; secondly, take proper exercise; and thirdly, take cold baths.

Now supposing God has put into the hands of man all these healing agencies, and he tramples them under foot, and then goes out saying, "I am going to perform miracles of healing, to touch men with these hands, and they will recover;" do you think God will work with those hands in their impurity? If we believe, these signs will follow us, are following us; but belief is something more than a mere state of mind, a mere emotion, a mere feeling. It is something worked out in the life. If you hear this morning how to prepare good food, to make good wholesome bread, and then you simply treasure it up for yourself, and shut up your hands from doing good, will God-

ever open those hands so that you may place them upon others?

By receiving the light which God gives you to-day, and by doing the work which he would have you to do to-day, you become channels through which he may bring life and salvation to others. If we make the proper use of our opportunities to-day, to-morrow he will give us a greater work to do. What we do to-day is not the limit of our capacity.

God has universal principles, and when we get them, we shall have universal knowledge. God has principles which are true everywhere. When we get universal principles and universal knowledge, we shall all come to the same conclusions. This will set in motion mighty agencies, and will by and by bring many souls to stand with us upon Mount Zion. When we come to the point where we can work thus, we shall have heaven outside of us because we have heaven within us. Then we shall have that healing power which heals mentally, physically, and spiritually. Men will see that we have that power, and we can lead them up and up. There are only two ways, and one is to Mount Zion. May God help us to move onward to Mount Zion.

These are the things that should be taught to both parents and children, and they should be taught by principle. When you come to that point, your prayers will mean more.

Again, on that matter of food. It makes my heart ache when I see how the devil leads us. The "miserics of mush" could be written on tombstones everywhere. People might ten times better be living on meat.

Starch makes up about four fifths of all our daily food, the remainder is made up of proteids and fats. These can be digested raw just about as well as cooked. The whole question of cooking, then, depends upon the proper cooking of starch. If starch were cooked the whole afternoon, it would be nothing but paste. Such mush is all right to paste papers on the walls, but not to be put into the stomachs of human

beings. That is what is the matter with the people and their children. Meat is better than mush. But there is something better than either mush or meat.

Then there is the doughy bread, which, when rolled in the fingers, can be made into balls. There were more people killed last year by that kind of bullets than have been killed by real bullets in the last five years. Yes, I am willing to meet this statement in the judgment — that there have been more people killed in the last ten years by doughy bread and pasty grains than have been killed by lead bullets in the last fifty years. I know what I am talking about. And you church school teachers who go out to teach the principles of healthful cookery will begin by eliminating pasty mush and doughy bread. When bread has been baked well, it will make crumbs instead of bullets. The bread can be re-baked, making zwieback. You all know about that.

But what about mush? There is food in it. Let the mush get cold, cut it into slices; then take a bread tin, sprinkle some bread crumbs on the bottom, lay the slices of mush in the tin, and put it into the oven, and let it stay there until you can eat the mush like zwieback. This produces a delicious food. Tell the children how to do

that, and they will go home and want to do it themselves.

What about potatoes? They are twenty-five per cent starch. Potatoes are the best of all the vegetables. There is little woody matter in them. What is more palatable than potatoes baked to a crisp? There is a flavor there that is better than all the pepper, spices, and other things that the devil ever invented. The Lord has put the flavor into these things, just as he has put the odor into the flowers.

What about peas, beans, and lentils? They are the richest foods we have. There is more meat in a pint of them than there is in a pound of beefsteak. Put them through a colander, and then bake them. Why eat all this pasty stuff, why require so much nerve energy to digest them, when a little more cookstove energy will make them all right? I have better business for my nerve energy than to do what any cookstove can do.

I am glad that there is a company of young men and women who are enthusiastically in favor of these principles. But the danger is that they may have more zeal than knowledge. What you want is to know why things are so, and then you can go and teach them in the homes of the people.

[Brief synopsis of a talk given before the teachers of the Institute, June 26, 1900.]

QUALIFICATIONS OF A TEACHER.

BY PEARL HALLOCK.

BEFORE a person can be called a teacher he must have certain natural characteristics; that is, he must have a God-given talent in teaching. It is hardly necessary to speak of these, and yet they are not minor points in any sense.

In order to go before the people a teacher must be able to express himself. Some may say, I never could stand before a large audience and say anything. Well, if you can not do that, write a paper on the subject and read it. You certainly can do that

much. If teachers consider themselves incapable of writing, how can they expect their children to do that kind of work? Begin to practice at once, and do not stop until you have acquired that art.

We must be qualified to go out alone, telling the people the principles that govern our education and being able to answer such questions as, "Why can't we leave our children in the public schools when we have such a fine system of education?" Show them the principle involved in it.

Read what the Lord says regarding it. In order to tell the people these things, we must have previously studied them and made them a part of our lives. It may require faith, and a great deal of it, to stand before the people in this way, but that is all the better. It is just what the Lord wishes us to cultivate. If we hesitate regarding some of these truths, do not think for a moment that the people to whom we are talking will be solid. These principles must be thoroughly rooted and grounded in us, then we can expect the people to take an active part with us.

If teachers are unable to go out and organize schools, they are not qualified to teach, for the same principles are involved in each case. The Lord has also spoken regarding these things. See "Christian Education," pages 209 and 197.

A teacher in order to be energetic and enthusiastic, must be in good health. Imagine a person trying to inspire an audience when the audience is simply wondering how long he can stand there, really expecting to see him give out. If there is no life in a person, certainly he can not impart life. In order to have this health, we must be living up to all the laws of health. We should simply be walking samples of healthful living. Our efforts to impress the value of this will be much more effective if we ourselves are a physical proof of our statements.

We must have principle to do what we know should be done. How much respect will a child have for a teacher who has been trying to impress upon his students the injurious effects of eating pickles, spices, meat, etc., and then a day or week later see the teacher in some store eating those things? Do you think that child will ever be taken to heaven by his teachings? No; children never will again have the same confidence in that teacher.

A teacher must have natural tact and wisdom in dealing with the children and in giving them their daily lessons. Two teachers may be teaching the same thing; the children of one may be thoroughly

interested in the lesson, while those of the other may think it exceedingly dry and uninteresting. All depends upon the manner of presenting the subject.

One teacher I recall who seemed to be subject to melancholy spells. The children at her boarding place soon learned this fact, and when she came to breakfast and failed to return a good morning, the children would know what to expect for that day; so one of them would go ahead of the teacher, and inform the children regarding her, so the children would know what to do and how to act, in order to please the teacher that day. Perhaps the spell would last only one or two days, then the children would again be informed that the teacher was feeling all right again. I think the children rather felt sorry for the teacher; but were they learning lessons of self-control from that teacher? — No.

The teacher should be well informed in all the sciences. Simply a knowledge of the Bible and spiritual things will never make a successful teacher. Some may have the idea that all that is necessary is consecration, but if they start to teach on that basis, it does not take long for them to see their mistake.

We are not angels, nor even angelic. We can only trust God daily for his strength, claiming the promise, "As thy days, so shall thy strength be."

The following are a few of the answers received when questioning the young people regarding the teachers they liked best: —

"I don't like one who is good as pie to one and cross as can be to another."

"We don't like a teacher who gives ten-cent lectures all the time."

"I don't like a sarcastic teacher."

"I like a teacher who makes us mind."

"I like one that gets acquainted with us, and takes an interest in us, both inside and outside of school."

"I like a teacher that stands up for what she says."

"I don't like a teacher that is commanding or dictating all the time."

"I don't like a teacher that shows partiality."

"I like a teacher who sees that the work she has given is thoroughly done."

"I like a teacher who is not always criticizing or suspecting the children."

"One who is not pleasant one day and cross the next."

"I like one who is polite and nice — treats us as her equals; one who tells the child what to do instead of what not to do."

"I like one who makes things so interesting you can't help being nice to her; one who is always pleasant and interesting to us."

WOODLAND INDUSTRIAL SCHOOL.

ELDER WILLIAM COVERT.

VARIOUS questions have been asked in regard to this school, which, if answered through the *ADVOCATE*, may be helpful to some who are expecting to open preparatory schools.

In Wisconsin, we first studied the Bible and the Testimonies with reference to the school question and the proper method of education. It was our desire to know the Lord's mind, and then to keep in touch with it. It was an easy matter to decide that schools of various grades and capacities were required according to the number and needs of the children and youth to be educated. We felt that the first consideration in planning such a school was the salvation of those to be taught. The next consideration was the life calling of the students. We learned that this work of education was too sacred and important to be left with, or thrown upon, the public.

As we placed these principles of education before our people, they were immediately interested, and requested that we go forward, assuring us of their co-operation. And it can truly be said that at every step they have stood by the work nobly with their funds and by their prayers.

The location selected was a tract of land owned by the Lyman Lumber Company, in Wood County, near the center of the State. This company, and another owning land in the vicinity, agreed to donate two hundred acres of land for school purposes if our people would purchase four times as much. The desire to be near the school was such

that in a very few months more than a thousand acres had been purchased by our people for farming purposes, and the two hundred acres were deeded to the Conference Association. The first donation after that of the land, was a gift of five hundred dollars in cash. A very few days later, a donation of five hundred dollars in lumber was made by a Catholic lumber company. With this beginning, — two hundred acres of land and one thousand dollars in cash and lumber, — we began to ask our people to come forward and by special donations enable the Association to put up suitable buildings for the school.

The cash cost on the school building and furnishings, including barn, team, wagon, well, pump, the clearing of several acres of land, and the purchasing of a few tools, was, at the time of the dedication, \$8,882.02. About \$1,000 of this amount was donated by persons outside of our denomination. Nearly five hundred dollars was sent in as birthday offerings. Out of nearly \$4,000 pledged to the school, less than \$300 at this writing remains unpaid, and the prospect is good that we shall get this, too. When we came to the hour of dedication, only \$69.37 remained to be covered, and the collections and pledges received on that day amounted to \$76.60, making a small balance in favor of the school.

Success came by carefully teaching the truth, earnestly praying, and diligently working. The matter was set before our people at the camp-meetings and in the

general meetings. It was talked in the churches, and to individuals. Letters were written and calls made through the State paper. All the while this was being done, our people were admonished not to neglect any other department of the cause. They heeded the advice, and so increased their offerings to the general cause that the tithe fund in the Conference was enlarged by several thousand dollars.

Besides the cash offerings and the gift of the land, quite an amount of labor and material was donated, so that the buildings are really worth considerably more than the amount donated in cash and lumber.

The management has tried to avoid building up anything like a village, but has advised all who locate near by to secure land enough to support themselves by cultivating the soil. If this advice is always followed, it will make for the peace and prosperity of the neighborhood.

The people throughout the county are very glad to have the school located there, and the town board and adjoining townships are making public highways for our accommodation. Many people visit the institution, and take great interest in our work and methods of education.

The building was opened to receive students Dec. 6, 1899, but was in an unfinished condition at the time, and the weather was cold; so the opening was not under the most favorable circumstances. The conditions are now very pleasant.

Ninety students, including all grades, have been enrolled. Twenty of these were in the primary department.

No classes higher than the ninth grade have yet been formed. The work, so far as books and literature is concerned, belongs to the primary, intermediate, and preparatory grades. The industries so far in sight belong to household and agricultural lines. However, quite an amount of carpentry has been and will be done. About twenty acres of ground has been cleared, and this will be increased to forty before the season closes. More than three hundred apple trees have been set out upon the farm, and some berry vines also. Strawberries of last year's planting are bearing fruit this year. The soil is very productive, and it is believed that fruit will yield abundant crops. Nearly all the trees and plants have been donated by our brethren.

The building was designed and erected by home talent and industry. It will accommodate about seventy students in the dormitory, one hundred in the dining-hall, and one hundred and fifty in the chapel and class-rooms. We have an east front, with a yard ten rods wide reaching to a public road which is just being graded.

The prospect is that the building will be full of students when the fall term opens.

The Christian experience of the students has been exceedingly encouraging. In fact, the influences are such that it could scarcely be otherwise.

WORDS FROM THE TEACHERS.

THE fact that the Teachers' Conference has called together so many of our church school teachers who are filled with enthusiasm enables us to devote a part of this department to words of encouragement uttered by those assembled.

M. B. D.

As I grasped the power of God to save, I have seen almost instantaneous results in the heart of the child. CORA B. HICKS.

I have been teaching in the home and church schools seventeen and one-half months. I have had some very precious experiences. I believe it is the work of God, and I wish to continue in it.

MABEL JAFFRAY.

Mary Mitchell reports many bright experiences in her home school at Glenwood, Ind.

Parents were anxious to learn how to train their children, and most heartily supported the school and the efforts of the teacher. A kindergarten class in Sabbath-school aroused such an interest that the little ones were glad to come.

MAE SAXBY.

I attended the summer school held in Battle Creek two years ago, after which I taught a church school at Good Thunder, Minn. As a result seven pupils received baptism in the spring. Profiting by our experience, other churches were stimulated to action, and during the year 1899-1900 fourteen schools were carried on in the State. Minnesota held a teachers' institute last year, and there will be a similar gathering of the State teachers this year.

F. A. DETAMORE.

I am thankful Christ comes into our schools and teaches through us.

PAULINE CHAMBERLIN.

After the close of our school at Rock Hall, Md., I spent a few days at Washington, D. C., canvassing for "Desire of Ages," where the blessing of the Lord enabled me to take \$50 worth of orders in four days.

At the Conference, the Lord is pouring out his spirit as we seek to get hold of new truths regarding the educational work.

B. F. KNEELAND.

Taking God at his word, and stepping out upon his promises by faith, is the sweetest service.

We made the Bible our guide to eternal life, and a basis for our school work last year; and in so doing realized that, "as for God his way is perfect: the word of the Lord is tried."

We did not find the Bible a tiresome book; but instead, the deeper we searched into the sacred truths, the more precious they became. I thank God that he is stirring up the hearts of his people to provide help for the children, that they may not be taken captive by the enemy.

NANNIE KELLAR.

My experience of some months in the church school of Joplin, Mo., served to confirm my convictions that there is great need of earnest, persevering effort in this line. Both parents and children need instruction in the principles of Christian education.

V. MORROW.

I know that the church school work is of the Lord's planting. I have enlisted in it because I know that here I can be a worker together with God.

HIRAM BOYLAN.

The richest and rarest blessings of my life thus far were reserved for me in the church school work.

H. A. WASHBURN.

My experience in church school work has been a precious one, for I could come directly to the Fountain of living waters, and then have the blessing of giving it to the lambs of the flock.

EMMA B. WASHBURN.

In my school at Marion, Ind., I learned that the first requisite of a church school teacher is to be under the full control of the Holy Spirit.

MARY WILBER.

To me the church school work is a most responsible work, yet the greatest pleasure of my life is to be engaged in it.

NETTIE A. DUNN.

The church school work is one of great responsibility, but it is a help as well as a pleasure to me to be engaged in it, especially when I see a change in the hearts of my pupils.

MARY TALLMAN.

Jan. 29, 1900, I began teaching at Searcy, Ark. School opened with eight pupils, but the number increased to sixteen. I am willing to go wherever the Lord wishes me.

CLIFFORD TAYLOR.

I am so glad I can have a part in the grand work of leading children to the Saviour.

LILIAN WINKLER.

In my school work at Francesville, Ind., I found great comfort in the words, "I will instruct thee and teach thee in the way which thou shalt go: I will guide thee with mine eye." Many times when the work was hard I have taken God's promise by faith, pleading for strength, and "when I called upon the name of the Lord, he heard me." I am thankful to have a part in the great work of saving children.

ESTHER A. NELSON.

The past year, with Thomas Rowe, I taught in Moon, Wis. I never had a more blessed experience than since taking hold of reform in education. I have consecrated my life to this work.

C. V. ACHENBACH.

My church school work at Hatley, Miss., was enjoyable to me. I found that parents and pupils had accepted all the light that God had given them in regard to the church school work, and the school was a blessing in their midst. The Summer School is truly a feast to all who are in attendance. New light is daily being given that will better fit us for the sacred work of teaching.

L. A. JACOBS.

My work in London, Ont., was wonderfully blessed, and unless God has some other work for me, I want my life work to be teaching the children the true principles of God.

MARGUERITE ARTRESS.

I have taught two years in church schools and one in the primary department of Woodland Industrial Academy. I love the work more dearly every day.

MRS. S. P. SMITH.

I have been teaching in a family school in Sturgis, Mich., the past two years. The children from two other families were admitted, making eleven pupils. I am considered as one of the family, and expect to return.

MRS. MARY E. WELLS.

My past year's work at Cleveland, Ohio, was one of blessed experiences. I am truly glad the Lord placed me just where he did. I feel in a greater measure my need of power from on high in working for our children.

A. MAY PINES.

As I left my school at Dayton, O., for the Conference, earnest prayers from kind hearts and warm friends followed, and will continue to flow heavenward as long as life and memory shall last. Many of the children felt sorry when our school closed and some cried. I came to the Institute expecting that the Lord would have great blessings for us, and he *has* imparted of the hidden riches. That the Lord may continue to bless, and that we may throw ourselves wholly into the channel of truth, is my fervent desire and earnest prayer.

ROY F. COTTRELL.

. . . ITEMS . . .

PROF. H. R. SALISBURY is working among the churches of Illinois in the interest of Christian education.

PROF. W. T. BLAND, of Union College, College View, Neb., was in attendance at the Conference July 4 and 5, and led in the discussion of the question, "Do public school teachers require special training in the methods of Christian education in order to insure success in teaching a church school?"

DR. PAULSON, from the Nurses' Training-School, of Chicago, rendered valuable assistance at the Conference. The students expressed themselves as highly edified by the instruction given. The doctor remarked on leaving the Conference: "This is a working class of students. They draw upon my very life. I can not help giving them all I have. They are receptive."

What better testimony could be given concerning those whom God calls to teach?

THE church at Conneautville, Pa., has raised \$106 as a pledge that they can support a church school this year. They expect to charge tuition in addition to this.

FRANK A. DETAMORE, who was in charge of the Anoka (Minn.) Industrial School, is attending the Teachers' Conference. The Minnesota church school teachers' institute, appointed to meet at Anoka, has been postponed until the first of September.

THERE were those in the Conference who, on coming, knew but little of the third angel's message, but they testified that the strong spirit of fellowship and the deep movings of the Spirit drew their hearts to Him, and they followed in the light.

KEENE (TEXAS) ACADEMY is represented at the Teachers' Conference by Mrs. Flora Williams, the instructor in the Normal department of that institution. The Academy is training teachers. For the benefit of students who intend to teach, a model or practice school is conducted, the classes in which are taught by student teachers.

B. F. GOWDY and his wife, from Oakwood, N. C., represent at the Conference the work now being done for the white people of the South. For some time Brother and Sister Gowdy longed to be present at the Conference, but could see no way to obtain the necessary means. God opened the way for them as for many others. Such experiences inspire faith.

MISS CLARA JACOBS, who has been teaching in Oakwood Industrial School since Miss Andre was called to Australia, is a student at the Conference. Oakwood is a school for the colored people. The attendance the past year was 45; the range of ages was from 16 to 45 years.

At the close of the spring term, fourteen student canvassers entered the cities of Georgia and Alabama with "Desire of Ages," "Bible Readings," and "Christ Our Saviour." Four or five of last year's pupils are planning to teach church schools among their own people.

PROF. P. T. MAGAN, who was chosen by the General Conference to put the book, "The Parables of Jesus," before our people, visited the State camp-meetings in Wisconsin, Iowa, Minnesota, and South Dakota.

The proceeds from the sale of this book have been donated by its author to the lifting of the debt from our educational institutions. Seven thousand copies of the book have already been sold.

PROF. J. E. TENNEY, Principal of Woodland Academy, spent four days at the Teachers' Conference. He read two papers, "What is Christian Education? Wherein does it Differ from the Popular School System?" and "The Preparatory School; its location, size, maintenance, industries, connected with, etc."

His voice was often heard as he bore a decided testimony for Christian education. It was with regret he left before the close of the session.

ELDER KAUBLE, President of the Illinois Conference, assisted with the work of the Conference during its opening days. In reference to the maintenance of the church school work he said: "While it is clear that the school should be self-supporting, yet we do not mean to convey the idea that the teachers should look to the income of the school for their pay. We believe that the teachers should be Conference laborers, and their accounts audited as any other Conference laborer."

C. H. PARSONS, of Des Moines, Iowa, spent two days at the Teachers' Conference. Brother Parsons has been an ardent advocate of the plans of Christian schools for some time, and his services have been appreciated in the Des Moines church school. His experience in the erection of school buildings enabled him to give some timely and much appreciated instruction on the proper manner of lighting and ventilating the schoolroom.

It is hoped that in the near future the readers of the ADVOCATE may have the benefit of an illustrated article from his pen.

PROFESSOR BARNES is conducting an interesting class in vocal music with the teachers in attendance at the Conference. It is believed that music is an important factor in Christian education, and every church school teacher should have a thorough knowledge of music at his command.

"Song is the most powerful means of arousing every feeling in the singer, if it be genuine, natural song, and not the purely mechanical exertion which is the tendency of fashionable and heartless music. . . . By its frequent or hourly use a school group can be kept in a mood which will establish harmony and fine sentiment, repressing all animalism and disorder."

THE writer had the privilege of attending the Ontario camp-meeting held at Guelph, June 14-24. The attendance was very good, and an unusual interest was manifested on the part of the people of the city.

The subject of Christian education was well received, and a resolution was unanimously adopted by the Conference, favoring church schools and urging that they be started wherever practicable.

"The Parables of Jesus" now being sold in the interest of our schools was presented, and \$375 worth were sold in a few minutes. Our interest in that field has increased. We trust the blessing of the Lord will rest upon every laborer this coming year, and that many precious souls will be saved for the kingdom.

J. W. COLLIE.

So many good things have been said at the Conference of church school teachers that the editors of the *ADVOCATE* felt that, in justice to its readers, a number of the papers presented should appear in its columns. This necessitated dropping the ministerial and mothers' departments for the month of July. The leading articles this month are, therefore, synopses of papers read at this meeting. The publication of this matter will in no way detract from the value of the "Teachers' Conference Bulletin," mentioned elsewhere, but by

giving some idea of the matter that book will contain, will make the patrons of Christian education eager to read the entire proceedings of the Conference.

LOCATED just opposite our school in Cleveland was the Bible Training-School, conducted by the Society of Friends. This school had a good attendance of earnest young men and women, and held a good degree of prestige with the people of the city. Because of their earnestness, I watched their school with as much interest as they did ours.

One noon, one of the young ministers called to see if I would allow my children to write a composition upon the subject, "What I Believe about God and Heaven." I was glad to grant his request. He asked in detail about our school work, and it was a pleasure to explain it to him. Before leaving he offered a prize to each group for the best story.

After calling school, I asked the children if they would like to help some one. Of course they were anxious to do so. "Well," said I, "a gentleman just called, and wanted to know something about God and heaven. All who would like to help this man to understand the truth about God and heaven may have the time now to write just what they believe. Of course you will want to show him from the Bible what you believe."

I said nothing about the prize, and wished very much that none had been offered. The children, knowing nothing of the prize, were imbued simply with a desire to give the help the man had asked. Upon reading the papers, I was surprised to find that, taken as a whole, every phase of the third angel's message had been touched upon, and it was told with such childlike simplicity that it could not fail to carry conviction with it. As these papers were to be used in the training-school, I wondered if that were not God's way of bringing the truth before that company of earnest young men and women.

A. MAY PINES.

PUBLISHERS' PAGE.

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PERCY T. MAGAN, President.
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W. O. PALMER, Treasurer.
J. W. COLLIE, Manager.

ADDRESS all communications and make all checks payable to the *ADVOCATE*, Battle Creek, Mich., care College.

IF you receive the *ADVOCATE* and are not already a subscriber, you will not be called upon to pay for it. It is sent you by some friend or by the publishers. If you are interested in it, send us your subscription.

WANTED.

A PERSON, lady or gentleman, who has had experience in a printing office, in type-setting and folding, and who desires to attend the College and pay expenses by working in the printing department. Correspond with J. W. Collie, Battle Creek, College.

SUMMER READING.

Do you want something delightful to read during the summer months? We can furnish the following, and highly recommend the same: "Living Fountains or Broken Cisterns," \$1.25. "Peril of the Republic," \$1.00. "Christian Schools," 20 cts. Send all orders to the *ADVOCATE*, Battle Creek, Mich.

"CHRISTIAN SCHOOLS."

C. C. LEWIS, Principal of Keene (Texas) Industrial Academy, writes: "I have just examined the booklet, 'Christian Schools,' and feel clear to say that it is a very valuable compilation of matter from the Testimonies (many extracts before unpublished) and from other valuable sources, upon the subject of Christian, home, church, and intermediate schools. I do not see how any teacher, minister, or parent can afford to be without it. I shall carry my copy with me constantly, and it will save me the trouble of taking along many manuscripts and volumes, besides affording valuable extracts from works to which I do not have access. The carefully prepared index makes the work doubly useful."

Miss Evelyn Riley, Corresponding Secretary, California Tract Society, writes: "I have examined quite carefully the pamphlet you enclosed with your letter, and like it very much."

See prices in another column.

THE *ADVOCATE* would appreciate it if you would kindly send the names of your friends who you have reason to believe would be interested in educational literature. We take pleasure in sending sample copies.

THE Public School Publishing Co., of Bloomington, Ill., suffered a severe loss in the recent fire which occurred in that city. Unfortunately they lost their subscription list, and we would request any of our readers who are subscribers to *School and Home Education* to send their names again to the Public School Pub. Co., Bloomington, Ill.

"LIVING FOUNTAINS OR BROKEN CISTERNS,"

An Educational Problem for Protestants, by E. A. Sutherland, is a work on the history of education dealing with the educational problems which must be met by every American, and settled by every Christian.

Have you seen it?

Do you realize that an educational reform is called for by the world, and that it is the privilege of Christians to inaugurate this reform?

In education do you favor leading the child to the fountain of living water, or are you asking him to drink from broken cisterns?

"Living Fountains or Broken Cisterns" can be obtained of the Review and Herald Pub. Co., or by addressing the *ADVOCATE*, Battle Creek, Mich.

NEW BOOKLETS.

THE Chicago, Milwaukee & St. Paul Railway is issuing a series of booklets regarding points of interest along its lines, and if you are interested in the western country, or contemplating a trip, write GEO. H. HEAFFORD, General Passenger Agent, Chicago, Ill., for the special publication desired, enclosing four cents in stamps for postage for each one.

- No. 1. The Pioneer Limited.
- No. 2. The Land of Bread and Butter.
- No. 3. The Fox Lake Country.
- No. 4. Fishing in the Great North Woods.
- No. 5. The Lake Superior Country.
- No. 6. Cape Nome Gold Diggings.
- No. 8. Summer Days in the Lake Country.
- No. 9. Summer Homes, 1900.
- No. 11. The Game of Skat.
- No. 12. Milwaukee — The Convention City.
- No. 13. A Farm in the Timber Country.
- No. 14. Stock Raising in the Sunshine State.
- No. 15. Hunting and Fishing.

HOW YOU CAN ASSIST.

WE want to add one thousand new subscribers to our list in the next few months, and we take this opportunity of soliciting your co-operation in the matter.

Secure five new subscriptions for the *ADVOCATE* and obtain your own subscription *free*; or send us the five names and retain 50 cts. for your trouble, remitting us two dollars. Address the *ADVOCATE*, Battle Creek, Mich.

HAVE YOU SEEN IT?

THE new pamphlet, "Christian Schools," a manual for teachers and parents, is now ready, and should be in the hands of every one interested in the principles of Christian education.

It is made up from recent Testimonies and quotations from some of the best educators of the country, showing that these principles, carried out, are necessary in solving the great problem of the reform asked for in educational lines. No teacher or parent can afford to be without a copy. It consists of 160 pages, securely bound; single copies 20 cents, three copies 50 cents. Order of your State Tract Society, or address Training-School Pub. Ass'n, Battle Creek, Mich.

WHO WILL HELP?

THE Michigan Broom and Brush Co., which is one of the industrial departments of the College, has on hand about 400 dozen brooms made this last year. The broom trust has advanced the price of broom corn, and the retail dealers find themselves unable to buy and sell with sufficient profit.

We have thought that our friends would be glad to assist us in disposing of our stock, and at the same time secure first-class brooms which retail for 35 cts.

If our friends will club together and send cash, we will send the brooms in dozen lots for \$3. This is an excellent opportunity to secure first-class brooms and at the same time assist the College. Send all orders and make all remittances payable to Michigan Broom and Brush Co., Battle Creek, Mich.

THE GOSPEL HERALD.

The organ of the Southern Missionary Society, in its June issue presents an interesting review of the work done by that society for the colored people of Mississippi.

The rapidity with which the Southern field is closing to Northern workers and the urgent call for laborers who can teach the people of the South the principles of Christian education should lead to liberal donations to this cause and the consecration of hearts to this work. Where are the young married people who can devote a lifetime to this field?

ENCOURAGING WORDS.

YOU may be sure I shall do all in my power to place the *ADVOCATE* in the hands of our people in this State. They need just the matter it contains. I feel that our entire effort must be to educate, educate, both old and young. B. D. GULLETT.

THE *ADVOCATE* is just the paper for this place, to keep the matter of Christian education before the people. I will do all in my power to place it before them. NINA NEWELL.

I consider the *ADVOCATE* one of the best. — yes, the best magazine on education published, and have received many helpful suggestions from it. I do not think that we as teachers should be without it, and it is certainly the paper to educate the people in the line of Christian education.

HENRIETTA EDGAR

SPECIAL NOTICE.

ARE you planning to attend some school next fall and winter? This personal question is asked of every young man and woman who contemplates entering the work of God in any capacity.

Battle Creek College is a *training-school* for Christian workers, and if you feel your need of a preparation before entering the ministry, Bible work, or canvassing field, it will be well for you to correspond with the school.

There are scores of young people who should be engaged in some branch of the Lord's work, and if you do not wish to enter either of the branches mentioned, the College can put you in possession of a trade either as a broommaker, a tailor, a dressmaker, a printer, or a carpenter, that will enable you to do work for the Master in educating others to become self-supporting missionaries.

The managers of the school have placed the rate for board, room, and tuition as low as possible, but arrangements can be made for each student to reduce his expenses by doing some manual labor.

Further particulars will be cheerfully sent upon application. Address J. W. Collie, Battle Creek, Mich.

AGENTS WANTED.**YOU CAN GO TO COLLEGE.**

EARN a scholarship in any of our colleges by selling "Fireside Accounting and Business Training," a new work by PROF. E. E. GARDNER, of Battle Creek College.

It is a book for home study, and includes Book-keeping, Business Ethics, Rapid Calculation, Letter Writing, and Commercial Law. For full particulars, address Fireside Accounting Pub. Co., care of Battle Creek College, Battle Creek, Mich.

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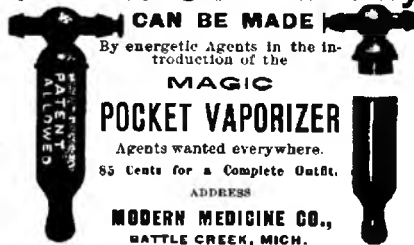
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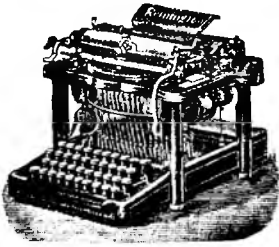
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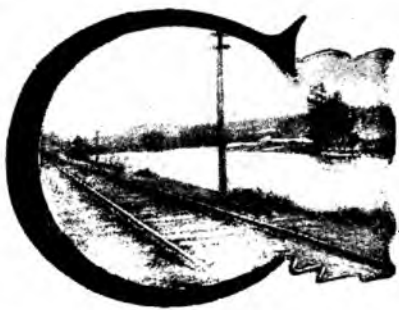
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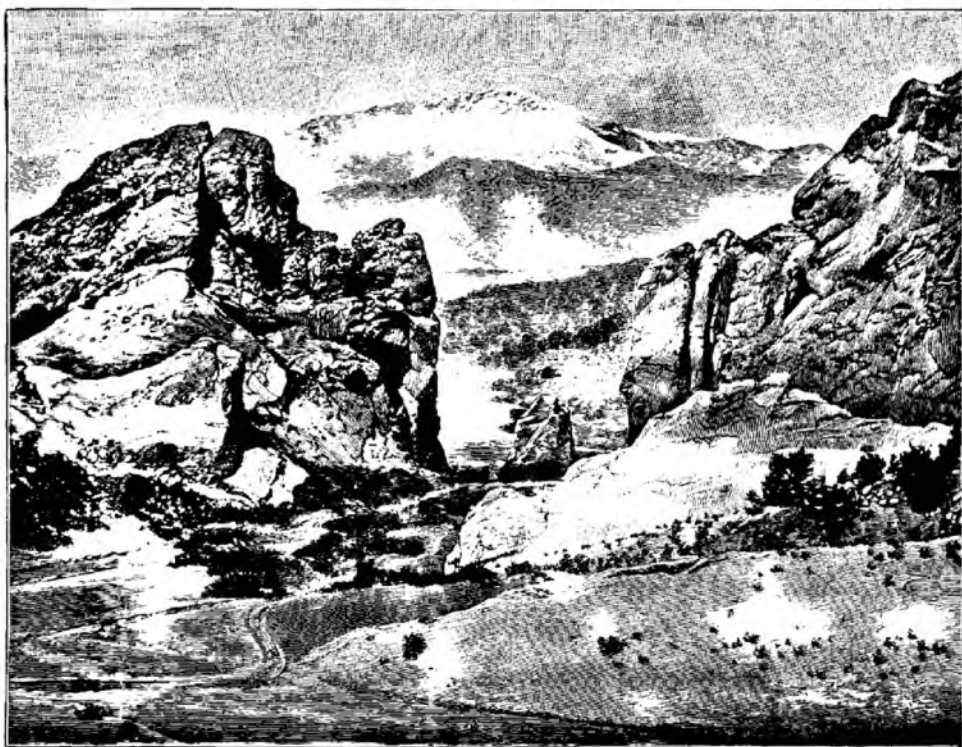
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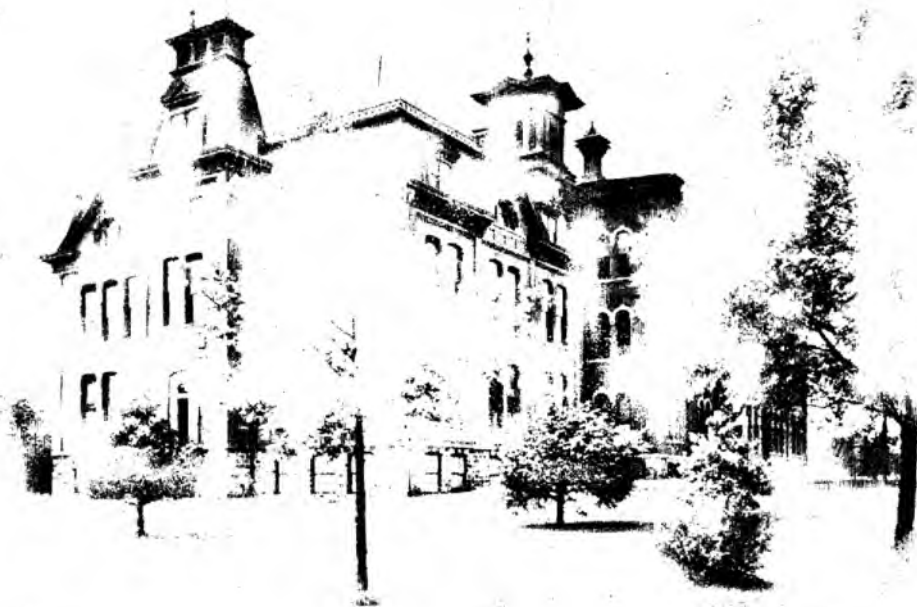
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