

CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Educational Sabbath, August 7

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The Christian Home

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ONE DOLLAR A YEAR

Washington, D. C.

UNION COLLEGE



"Old Union"

"THE STUDENT'S DESIRE" RECOGNIZED EVERYWHERE

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COLLEGE VIEW

NEBRASKA

UNION COLLEGE GOAL

"THEY SHALL BE ALL TAUGHT OF GOD"

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EVERY STUDENT FOR CHRIST EVERY YEAR

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1. 400 students 1915-16: 25 College Graduates
2. 450 students 1916-17: 30 College Graduates
3. Union College free from debt, Jan. 1, 1916
4. One hundred students every year in organized home field
5. Fifteen students every year to foreign fields

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STUDENT
FAITHFUL

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 In Bible study
 In personal work
 In daily duties

EVERY
STUDENT
ACTIVE

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 In S. S. and church
 In Friday evening meeting
 In mission study groups

Why:

For the love of Christ constraineth us

U C that U R loyal to "U C"

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EVERYWHERE
EVERY TIME

Walla Walla College

“The School That Educates for Life”



“Our College in the West”

COLLEGE PLACE, WASHINGTON

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CHRISTIAN EDUCATION

Vol. VI

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No. 10

God's Purpose for the Youth

Success in any line demands a definite aim. He who would achieve true success in life must keep steadily in view the aim worthy of his endeavor. Such an aim is set before the youth of today. The Heaven-appointed purpose of giving the gospel to the world in this generation is the noblest that can appeal to any human being. It opens a field of effort to every one whose heart Christ has touched.

God's purpose for the children growing up beside our hearths is wider, deeper, higher, than our restricted vision has comprehended. From the humblest lot those whom he has seen faithful have in time past been called to witness for him in the world's highest places. And many a lad of today, growing up as did Daniel in his Judean home, studying God's Word and his works and learning the lessons of faithful service, will yet stand in legislative assemblies, in halls of justice, or in royal courts as a witness for the King of kings. Multitudes will be called to a wider ministry.

"The Whole World Is Opening to the Gospel"

Ethiopia is stretching out her hands unto God. From Japan and China and India, from the still-darkened lands of our own continent, from every quarter of this world of ours, comes the cry of sin-stricken hearts for a knowledge of the God of love. Millions upon millions have never so much as heard of God or of his love revealed in Christ. It is their right to receive this knowledge. They have an equal claim with us in the Saviour's mercy. And it rests with us who have received the knowledge, with our children to whom we may impart it, to answer their cry.

To Every Home and Every School

To every household and every school, to every parent, teacher, and child upon whom has shone the light of the gospel, comes at this crisis the question put to Esther, the queen, at that momentous crisis in Israel's history, "Who knoweth whether thou art come to the kingdom for such a time as this?"—*Mrs. E. G. White.*

Educational Sabbath Readings

Opening Hymn: No. 335, "Christ in Song."

Introductory Reading: The previous page.

Prayer.

Hymn: No. 566, "Christ in Song."

FIRST READING

Our Schools Hold the Key to Our Great Foreign Mission Problem

BY A. G. DANIELLS

[Selections from a talk given to our educational and Missionary Volunteer leaders in their joint council at Pacific Union College, June 11, 1915.]

As I look at the situation, I think I may safely say that our great foreign mission problem lies in eastern Asia, at least so far as the non-Christian world is concerned. It is true we have a great work still to do in Europe, in Africa, and in the western parts of Asia, which now belong to the European Division. But aside from parts of Africa, all that territory is professedly Christian. It is not what we may call non-Christian territory. In eastern Asia there are at least one half of all the people of the world. If we include Afghanistan, Chinese Turkestan, and all of Mongolia and Manchuria, the population runs close to two thirds of the world's population. So that is our great foreign mission problem today among non-Christian peoples.

Now another thing: I believe that our school work, our educational work, our teachers, hold the key to this great task and problem. I believe that in the providence of God, our school work has been established in this country, and has grown to its present strength, that we might have this

factor to help us in the prosecution of our work in these countries.

Product of the Schools

I wish to illustrate in the most practical way I can what I mean by the statement that our schools really hold the key to the situation in this great missionary undertaking. Out in the fields, perhaps more than anywhere else, one sees the results of school work; he sees them much better than the teacher can at home. There the finished product is seen at its best. In the school, you work with our young men and women, fashioning them, training their intellects, instilling into them right principles, working on year after year; but the moment your work is done your subject is gone from you. He goes on into a foreign land, and you do not see him again, perhaps. But the one who goes out into the field sees him, and sees the results of your toil and your labor. I want to say, dear friends, if you could see what I have seen during the last year, you would never feel discouraged about your work. You would thank God for the privilege of taking human beings, human intellects, and shaping and training and molding

them, fitting them for the highest service man can do in this world.

An Illustration

I will take a case to illustrate as clearly as I can what I mean by this. While I was traveling in China, I met Brother F. —. Some of you know him, for he was in school at South Lancaster Academy. When I came back to this country in 1900, and began to visit schools, he was a little lad in knee trousers. I visited the school year after year, and each year found him a little taller and a little more advanced in his studies, until one year he was graduated from the academy. I did not know what the boy would do, but with all the rest he passed out of the school, having finished his work. He did not know exactly what he would do; but we soon picked him up for foreign fields, brought him to the Foreign Mission Seminary for a year, then sent him to China.

Now let us look at the development that has taken place since he walked out of South Lancaster Academy. One thing, he has become an ordained minister. Another thing, he has mastered the Chinese language for the part of the country where he works, the Mandarin, so that he can preach and sing and pray in Chinese. He can interpret for any speaker in that language. The Chinese brethren say that he speaks the language as perfectly as any American that they have ever heard. It was a great satisfaction to me when I stood up in the pulpit to speak, to have him take up his Chinese Bible and read rapidly

and clearly the texts that I wanted read to the people. Then he took my words and expressed them to these people so perfectly that more than once I saw the tears glistening in the eyes of the congregation. I could see that he was conveying accurately my feelings and my thoughts. Now that was a great satisfaction to me, to see a young man whom I had watched going through school year after year, graduated, and able to do that kind of work.

Another thing: I found him acting as superintendent of a large province about four hundred miles long and three hundred miles wide. It has a population of 30,000,000, with thirteen churches and six hundred believers. Also there were fifteen native evangelists, seventeen colporteurs selling our literature, five Bible women working in the cities, and eight school-teachers conducting schools for the young people of our Adventist believers.

That is a large territory for the superintendent to travel over. He must visit those churches and see that they are properly instructed. When one remembers that eighty per cent of the six hundred believers came direct from heathenism into this message, one may know that there is something to do to instruct them properly and build them up in the third angel's message in all its branches. First of all, in their heathenism nearly all use tobacco, men and women alike. They must be taught to discard that, as well as all intoxicating liquors of every sort. They must be taught, so far as they can be, of health reform. They must be

taught what Christian life is. They must be taught how to keep the Sabbath, how to believe in Christ, how to read the Bible. Their Sabbath schools must be developed and made efficient. It is a great task to take six hundred heathen and work with them, instruct them, and pray with them, and mold them; but such is the work that falls to our brother, who is the only American preacher in that province.

The means of travel are very meager. He cannot get into a railway train to reach most of these churches, because there is only one main railway line in the province. Most of his traveling is by bullock teams or donkeys or wheelbarrows. He often has to travel two hundred miles across the plains, and in the rainy season the roads are so bad they are practically impassable. Perhaps all that the bullocks can do is to drag the cart with his luggage. He has to take his bed and his food with him; in fact, he has to take everything with him that he will need along the way. He puts on his khaki suit and walks through the mud in the winter and through the terrible dust storms in the summer, visiting those churches and building them up.

Then he must look after the ministers — fifteen native preachers who are out answering calls and holding meetings in various places and getting believers. He must instruct them and labor with them and see that they do thorough work, that they do a work that will not make him trouble later on. That requires a great

deal of care and attention, much more than to look after the young men who go out of our colleges and schools here and enter the ministry. He is the general canvassing agent also, and must look after the seventeen canvassers he has in the field. He must instruct them in the selling of literature and in the matter of keeping accounts and paying their bills. The secretary-treasurer, the only other American worker in the province, assists him in this work. He must also see that the Bible women in the schools keep up a proper standard in their work.

Now, such a work as this is a revelation to me of the value of our educational work in this country. Brother F. — went to school here, where he was given a Christian education. He was thoroughly indoctrinated in this message, and his ideals were formed and fixed. The missionary spirit was inculcated by his teachers, and absorbed by him. Now he has gone into the field, and there he stands alone in that great province as our representative, to do a faithful work for that people.

Our Schools Hold the Key

Now, I have tried to illustrate my statement that our schools and our school-teachers, the men and women who are training the youth for the finishing of this work, hold the key to this great foreign missionary problem. My dear friends, we must be thorough in this work, not only giving the minds of our youth good training and good discipline, but we must also see that they are made thorough missionaries in the school. We cannot make persons mission-

aries out in the field. Crossing the ocean does not change a person's heart; it does not change the disposition, and it does not change the outlook of a great many. That transformation must be made here in the homeland, and the place to make it is in the schools, where the students are drilled and trained day after day, week after week, and year after year.

What I have said of only one young man, I might say of a great many others who are working in China and the Philippines and India. I have spoken of one that I might illustrate what I mean.

The man who is going to be sent out into the work where he will meet conditions such as I have described, needs a thorough preparation. I am sure Brother F. —'s teachers never had any conception of what he would one day do in China. One needs to get into the field and see the area, the masses of people, and the pressure which is brought upon the workers day by day, to realize the need of efficiency in our missionaries; and that is why I believe our schools are the most important factor we have in our denomination for the preparation of workers.

SECOND READING

The Responsibility of Our Schools in Relation to Missionary Advance

BY L. H. EVANS

[A talk given to the educational and Missionary Volunteer delegates in their joint council at Pacific Union College, June 6, 1915.]

I UNDERSTAND that the idea of missionary advance means the giving of our message to the heathen world in territory outside of this country and Europe.

When we think of that great work, it is almost staggering. Our faith seems almost to tremble in the balance when we consider how we can ever give this message to the heathen. To think of the many years we have been in giving the message to this country with a small population,—a Christian country, with churches in every town and village, and Bibles everywhere, and no man ignorant of God in a general way,—and then of the billion heathen yet unwarned, is almost staggering and appalling.

There are difficult languages to learn, languages that tax the skill of our best minds. To learn them is a more severe task than any course in any school in America. A great number of people, speaking a multitude of languages, must be warned; and these people are absolutely ignorant of God. Take, for instance, the great Chinese nation, with four hundred million people. When the missionary first went to China, the Chinese had no word for God. The missionary had to go there and learn a language, and then learn that when he talked about God, the people did not know what he meant. So he had to invent a word for God.

Then, again, dense ignorance prevails. The most of these people are uneducated. The great mass in all heathen countries are untrained. It is said that there is not one woman in forty thousand

in China that can read and write her own name. These people, ignorant, without any knowledge of the Christian religion, with no conception whatever of God or of what his worship is, must be trained and educated to believe in him, to believe his Word; they must be taught how to worship him. All this taxes the skill of the very best men. For half a century the best-trained men from the colleges and universities of America have been sent to the East, and still the great mass of people are untouched with Christianity.

The Barriers Broken Down

Yet the way is being made favorable for the entrance of the missionary. All the barriers blocking the way for progress and growth, as far as the native is concerned, are practically broken down; and the whole heathen world is crying to Christianity today, "Come over . . . and help us. You have light, and we want it; you have knowledge, and we want you to teach us." There is not a nation in the heathen world today that will not welcome the Christian teacher. Those who believe in the Word of God are received. You can go into every town and hamlet in China, Japan, Korea, and Manchuria, and meet fewer difficulties and objections in preaching the third angel's message than in Chicago or New York. As far as opportunities are concerned, as far as the Macedonian cry is concerned, everything is favorable for the missionary to enter the heathen countries to preach the kingdom of God and win souls to Christ.

The Purpose of Our Schools

Now, how are our denominational schools related to the great mission fields? What shall be the aim in our schools? What is the ideal that shall be impressed upon our young men and young women? First, of course, we must educate and train all who come to us. I do not believe that every boy or girl that comes to school is fitted or ever can be fitted to go into the foreign mission field. I do not think that that idea can be demonstrated. It may be something in his mental make-up, or in his personality, or in his physical being, that somehow disqualifies him for this personal work that has to be done in these heathen lands. But I do believe that every boy and girl that comes to our school should be trained for God and for heaven. I believe the one great object of our schools should be to educate our young people and train them for life work, train them to live in society, train them to be Christians and win men to Christ in this present evil world.

But I think the second purpose of our schools should be to train workers for God, with a definite consciousness all the time that we are putting these people through their class work to go out into any part of the great world to preach the gospel of Jesus Christ, or teach, or do other necessary work which their training qualifies them to undertake.

I believe that the members of our school faculties should be teachers and trainers in the spiritual life of the student. There is nothing that a young man who is going out into the great darkened

heathen lands needs more than to have his spiritual faculties developed under God-fearing, conscientious men.

The Schools Must Qualify Workers

Sometimes we say it will never do to take a young man from college and send him to the mission field; he must be put into the field and allowed to work out an experience. But I believe that our schools should so train young men that when they come out of college, having been in our schools from four to ten years, they will have a spiritual experience that can never be wrested from them. But teachers cannot give such a training until they become spiritual giants, men of faith, men of prayer, men that have met God and prevailed with him. No greater blessing can come into the experience of a young man than to be trained by somebody that knows God. He will never forget it. In the darkest hours, in the hours of greatest trial, he will grasp the arm of God. Why, my friends, a man can never get away from such an experience. The men and women in our schools need a higher spiritual training. We need as teachers those who know God, who believe his Word, who have put him to the test, as it were, so that when they speak they speak with authority. Young men will sit at the feet of such men and listen, and their whole lives will be shaped and molded and fashioned by the inspiration and the lessons that are given by such teachers.

I think our schools should not only give a training in book knowledge that will entitle a

young man to a degree when he finishes college,—I do not oppose that at all, I am in favor of giving degrees,—but should realize that a degree does not qualify him to enter the Lord's work. The degree is not a passport to success. A man must be trained, he must have his vision enlarged, and he must know how to deal with men, before he can be a leader.

We Must Develop Leaders

We must have leaders in our needy mission fields. You can go into almost any one of these countries and bring thousands of people into the truth, yet out of the thousands you will not get one leader. You may go into the Far East, and among that 800,000,000 people from India to Korea, you will find scarcely a leader. Leaders must be trained in this country, and sent to those fields to guide and mold and fashion.

Where shall these leaders get their training? O, we shall educate them in our colleges, and then train them in the field in this country! you say. But when they come out of college at from twenty-three to twenty-eight years of age, they do not like to spend another three or four years in some conference trying to work out an experience. I believe that the school should help to give the young men an experience. In the schools there should be experienced leaders who can talk heart to heart with these young men, and set before them in detail the duties of leadership, give them work, guide them in the performance of their tasks, and show them how they can do better what they are doing.

These are the kind of men that we must send to the foreign fields. We cannot send a man abroad because he is a graduate. He must be trained as a leader before he can go into these countries and stand at the head of these mission fields where there are a hundred million people in one small territory. We must have teachers from our colleges to go into these countries, not only evangelists and leaders, but we must have real teachers. But we do not want teachers who simply can teach a lesson in mathematics or language or some of the sciences; we want teachers to go to these fields who will be trainers of men, who can take a class of Chinese boys and train them for the work, or who can go into a Korean school where there are a hundred boys with as bright and sharp minds as can be found anywhere, and train them to become workers in their own country. Today we have a call for a teacher in Korea. We have received petition after petition for a teacher to stand at the head of the Korean training school, in which are a hundred young men and women; but we cannot send a man who can even run an academy here. We must have some one who can *train workers*, a man who can be a father—and more than a father—to those boys. He must teach them how to be

Christians, and not only to be Christians, but to go out and preach the gospel. The man that goes to Korea to head that training school must be able to train teachers, to train colporteurs and evangelists. He must be able to make men out of those boys.

So I say that our schools in America should continually be searching out and educating our boys, that when the Mission Board needs a man for China or India or Japan, or for some important school work, they can say, Here is a man who, by the grace of God, will fill the need. That is what our schools are for. They are not simply to say, We have put them through the course, and we have graduated twenty or thirty. Every teacher should know just what every boy and girl that goes through school is good for. If you were dealing in horses, you would know all about each one, whether it was a runner or a trotter or a draft horse. Why can we not understand our youth and train them for something definite in this work? We must enlarge the vision of our boys and girls. We must give them a wider range of experience. They must be able to look out upon life with a consciousness that they are responsible for doing something definite for God.

Sing Hymn No. 546, "Christ in Song."

I believe our schools are the most important factor in our denomination for the preparation of workers.—*A. G. Daniells.*

There is not a nation in the heathen world today that will not welcome the Christian teacher.—*I. H. Evans.*

THIRD READING

All the Children of All the Churches

BY FREDERICK GRIGGS

No one can predict the future of a boy or a girl. The most unpromising youth have often made the most useful men. Who would have dared prophesy that Abraham Lincoln, with uninviting home environment, without schooling, and with but few books, would become a master of the English language, a lawyer of most marked ability, and the savior of his nation in the hour of its greatest peril? Who of those who listened to Martin Luther singing for food from door to door in the streets of his native village, thought of him as one who in a few years by voice and pen would so forcefully proclaim the principles of the religion of Jesus Christ as to shake to its very foundations the great Roman hierarchy, an institution hoary with the traditions of centuries?

Samuel, the seer sent of God to anoint a son of Jesse, little dreamed that the shepherd lad away on the hills attending faithfully to the duties assigned him, would be the deliverer of Israel from her oppressors, and the one who, in a substantial manner, would establish a throne and a kingdom for Israel.

The pages of history are filled with records of the deeds of men who, coming from the humblest of homes, have changed the whole course of human events, established kingdoms, wrought righteousness, delivered men from bondage, temporal and spiritual. Let no parent or teacher dare to

minimize the possibilities of any child or youth. Every child is to be regarded as a gift of heaven, to be fitted for heaven's work here and its joys hereafter; and, as the parents of Samson inquired, "How shall we order the child, and how shall we do unto him?" so should all parents and teachers daily inquire of God concerning those intrusted to their care.

It is not given to parent or teacher to know the future of their charges. Because this is so there can be no discrimination in the education of any child or youth. Each must be given full opportunity for the development of his latent powers.

Now, in this matter of education, what is true for the home is true for the church; for the church itself is but a spiritual home, an organization in which all the good influences in the home life of all the homes connected with it can be made the more effective. While the prime responsibility of educating the child must rest upon his parents, yet the church has a secondary responsibility no less binding than that of the parent. Church fellowship implies responsibility. The bond of Christian brotherhood is second to no bond save that of the home. This bond of brotherhood, this responsibility of church fellowship, demands the fullest sympathy and cooperation in the matter of the education of all the children of all the churches as much as in matters of physical and spiritual concern.

Spirit of Education in the Home

The spirit of education should be in every home. We have provided our correspondence school, which makes this possible. Hundreds of our parents should be pursuing studies in this school, acquiring that knowledge of the Word of God, of history, and of science which will enable them to enter more fully into the higher pleasures of life, to direct their children in their educational affairs, and to present the truth of God in their community. Thousands of our young men and women who for different reasons are denied the privilege of our schools, may pursue, in connection with their daily duties, courses of study in this school, courses which broaden their view of life and hasten their preparation for gospel service. We must have this educational atmosphere in every home and in every church. It is the spirit growing from this atmosphere that will establish and maintain our church schools, and that will provide ways and means by which young men and women can acquire a liberal education.

Educate All the Children

The existence of every European nation now engaged in deadly combat, depends upon the loyalty of every man, woman, and child within the limits of its territory. The demands of the war come to every home and to every individual of each warring nation. There is a constant cry for loyalty raised throughout these lands. All

must sacrifice, fathers and mothers must give their sons, or the nation will perish. And this loyalty demands an individual sacrifice. Home comforts are denied, recreation and pleasure must be forgone, the pinch of want is felt — all for the sake of the cause for which the nation wars. The comparison between the demands upon a warring nation and the demands upon the Christian brotherhood is not far to seek. We are engaged in the last final conflict of the greatest war in the universe. Our king is Christ. And as loyal subjects to his government of love we must train every son and daughter for a part in this final struggle of the ages. To treat this matter with unconcern is nothing short of base disloyalty to the cause which we profess to love. As the nations of Europe are each working with feverish haste in the drilling of men and the providing of munitions of war, so must the church of Christ work with a far greater intensity in enlisting and training its youth to carry not death but life into the ranks of the enemies of our King. When a nation puts forth almost superhuman efforts to provide men and means for the ministry of death, is not the church of the living Christ put to shame when it manifests less loyalty, less effort, to provide men and means for the ministry of life? Shall we not more thoroughly equip our children — every one of them of every church — to play well his part in this, the last battle of all time?

Closing Hymn: No. 548, "Christ in Song."

Other readings may be selected if desired.

A Missionary Awakening

An Editorial

FOR seventy years and more the message of a soon-coming Saviour has been sounding to the world. About forty years ago, this denomination began to carry the gospel of salvation in Christ to lands beyond the seas, beginning with Europe and now embracing nearly every kindred, tongue, and people around the globe. The sending of laborers abroad awoke us to the fact that if we were to do a worldwide work, a force of recruits must be put into training. Accordingly, the same year that our first missionary crossed the Atlantic, Battle Creek College was established for the education of workers.

Since that time our work has been greatly extended and prospered in both the foreign missionary and its educational phases. About fifteen years ago there was a marked revival of activity in pushing the conquest of the cross in other lands, expressing itself in the slogan "The third angel's message to all the world in this generation," and reflecting its spirit in all the schools.

Yet with all these evidences of prosperity before us, it is the opinion of our leaders who attended the joint council and conventions of the Educational and Missionary Volunteer Departments this summer, that never in our history has there been so wonderful a missionary awakening, both at home and abroad, as is now taking place. Note these causes:—

The president of the North American Division Conference,

with four years of active leadership in a heathen mission field, now molding the work at home economically and spiritually for an advance movement in all the world, and inspiring our young people's leaders with deeper and broader aims.

The president of the General Conference has just visited for the first time in an official capacity the vast heathen fields in the Orient, and is now stirring leaders and laity alike with his vigorous campaign in the home country in behalf of the Macedonian call from the millions of the East.

For the first time, the Educational and Missionary Volunteer Departments, with lay delegations from the field, have united in general council and conventions, gained a new conception of the close relationship and common aims of their organized work, and have joined hands in a new sense in seeking and saving the lost sheep of the house of Israel and in training all our youth for service at home and abroad.

The nearness of the end, as evidenced in the deadly conflict and bitter hatreds of Europe, foreshadowing the gathering of the storm that will culminate speedily in the time of trouble; and as evidenced further in the marvelous opening of the door to the gospel in heathen lands, the more rapid winning of souls, and the deep movings of the Spirit among laborers and people.

(Concluded on page 314)



DELEGATES TO PACIFIC UNION CONFERENCE OF EDUCATORS AND MISSIONARY VOLUNTEERS, THE FIRST OF A SERIES OF SIX CONVENTIONS FOLLOWING OUR GENERAL COUNCIL AT PACIFIC UNION COLLEGE, JUNE 4-14.

No School Debts After 1916

IN our educational council, President Morrison, in his paper on "Business Efficiency," and Principal Machlan, in his discussion of it, both expressed the belief that our schools would be free from debt by Jan. 1, 1917. In discussing the same paper, Elder Evans said:—

"From what has been done the past year I am thoroughly convinced that we can swing all our institutions out of debt by the time these brethren have said. The Pacific Union is doing splendidly; a long time ago it had passed the one-hundred-thousand-dollar mark in what it had raised in cash and pledges for educational institutions. The Central Union Conference is striving to pull itself out, and I am sure it will. It has already paid about thirty thousand dollars during the last year. The president of the Lake Union Conference told me

a week ago that if he could have until the first day of July, 1916, he would guarantee that every debt in that union conference would be paid, outside of what is owing by the sanitarium. Professor Machlan has spoken of the effort being put forth by the Atlantic Union Conference, and I am sure that the effort to wipe out the indebtedness on South Lancaster Academy will succeed. Our Northern Union Conference will be entirely out of debt this fall. The Western Canadian Union is already out of debt.

"So, brethren, the whole field looks hopeful to me. I believe our school men have got hold of the true principle, and are standing on the firm foundation, that they will not run their schools into debt. I can assure them of my hearty sympathy, and I shall stand by every man who will try to

(Concluded on page 314)

The Urgent Need of Recruits for the Ministry, and How to Secure Them

BY J. L. SHAW, PRESIDENT WASHINGTON MISSIONARY COLLEGE

THE work of the third angel's message had its beginning among men who did not have great advantages from the standpoint of college and university training. They were, nevertheless, students of earnest application who improved their opportunities, and through study and research became able exponents of the faith which they espoused.

In 1871, as the growing demands made necessary the extension of the work among other nationalities and in other lands, it seemed necessary to them to found a college, that men entering the ministry should have opportunity to gain a better kind of education. The training of men for the ministry was the primary object in the establishment of Battle Creek College. In after years our brethren were admonished by the Lord's servant that sufficient attention had not been given to the training of men for the ministry: "Too little attention has been given to the education of young men for the ministry. This was the primary object to be secured in the establishment of the college. In no case should this be ignored or regarded as a matter of secondary importance."

It is true that since the testimony on Battle Creek College and its failure to carry out the primary object of its establishment, our educational work has grown, under the leading hand of God. Academies and colleges have multi-

plied, and more attention has been paid to lines of special training.

In medical work progress has been made. Twenty-five years ago bright, intelligent young men and women were selected and encouraged to take a medical course, and assisted financially while doing so. Later, at much expense, a medical college was provided, and the pick of young men and women were given the opportunity of attending. Later on, at still greater expense, another medical college was opened, providing larger facilities for the training of medical workers. Our sanitariums have reached a commendable proficiency in training nurses. For years it has been possible for young people to take a nurses' course of three years without any cost for board, room, or tuition, beyond their own labor.

The past few years our educators have been led to realize the importance of training teachers. Normal departments are now connected with all our colleges and some academies, and encouraging growth has been made; and while much remains to be done in perfecting the training of church-school teachers, we have now reached the place where students taking a normal course are well assured of making a success as teachers. We have also developed commercial departments, and a large number of young people yearly avail themselves of the courses of instruction provided.



Lodi Academy

LODI ACADEMY, situated in a favored section of the San Joaquin Valley, stands for the Christian training of Seventh-day Adventist children and youth. It offers a twelve-grade academic course; a two-year stenographic course and a two-year commercial course,

each based on ten grades of work; a two-year stenographic and commercial course combined, based on eleven grades of work; a five-year conservatory course in pianoforte; a four-year course in voice training; a five-year course in violin; a four-year course of instruction in carpentry; also a two-year course in wicker work.

More Attention to the Ministry

We rejoice in the facilities for training physicians, nurses, and teachers, in the definite and practical courses of instruction, and for the financial assistance which has been provided for our young people. But the question arises, Are we making the same progress in training men for the ministry and women for Bible work? I believe we shall have to acknowledge that we have not given the careful attention to training for the ministry that we have to educating physicians, nurses, and teachers. This, among other reasons, makes our greatest need that of well-educated ministers. It is true that ministerial courses have been arranged; but are we giving the close thought and study to these

courses, and to the preparing of men for the appointed work of the ministry, that are being given to other lines of special training? In most of our schools the ministerial course is two years less than the college course, and for some reason the number taking this course is not great.

The calls for ministers come from various conferences in the homeland and from mission fields. These calls are continuous and insistent. Men from the plow are not prepared to enter places where the powerful influences of talent and education combat the truths of God's Word. As consecrated men with college training are placed in the field to develop, these calls can be answered. In a very large measure the selection and



Competent teachers are employed, strict discipline maintained, and Christian influences prevail.

Our church membership at Lodi exceeds five hundred. These have been attracted not only by the school, but also by the agricultural opportunities afforded in the fertile valley.

Our school year opens Sept. 28, 1915, and continues thirty-six weeks. Our recitation periods are forty-five minutes in length. Calendars mailed on application. We are affiliated with Pacific Union College.

Address all correspondence to the Principal, Lodi Academy, Lodi, Cal.

effectual training of men for the sacred calling of the ministry will mark the measure of extension of the work at home and abroad. What can be done by our colleges and conferences to build up the ministry more effectually? In answer, we place before our readers the following —

Suggestive Plans

1. The need of well-educated men should be kept before our people. Old and young should be taught to recognize the sacredness, dignity, and importance of the gospel ministry. The ministers are the leaders of this movement, and their education and fitness for the work are matters of vital concern, and no other calling should be more highly or sacredly regarded.

2. Encourage young men to seek God earnestly as to their calling in the Lord's work, keeping before them the need of a well-educated ministry, and advising that those undertaking this work should, if possible, obtain the equivalent of a college course. •

3. Let conference officers and college men plan definitely together for the recruiting of our ministry with young men of thorough preparation, (a) By providing ministerial scholarships for those who give promise of success; (b) by proving them in conference work with reasonable wages during the summer, that they may be financially able to attend college until they have finished the equivalent of a college course.

4. That the ministerial course be a college course, and that the fourteenth-grade ministerial course in our training schools be regarded as an elementary or junior ministerial course.

5. That in order to strengthen the Bible teaching in our colleges, the following instructions in "Counsels to Teachers" be carefully considered:—

"Different teachers should have a part in the work, even though they may not all have so full an understanding of the Scriptures. If several in our larger schools unite in the work of teaching the Scriptures, the students may thus have the benefit of the talents of several."

6. That in the training of the ministry we emphasize the importance of Greek and Hebrew in order that the student may better understand the life and thought and manners and customs of people living in Bible times and the writers of the Bible, to the end that candidates for the ministry may better understand the teaching of the Sacred Scriptures.

7. That in the ministerial course a definite, assigned amount of field work be required of each student; and that where this work is carried on under the direction of a teacher who has time to supervise it critically, credit be given in the college course in the same way as laboratory work in science.

"Others Standing Idle"

BY MEADE MAC GUIRE

IN the parable in Matthew 20, the Lord is represented as a householder who went out early in the morning to employ laborers for his vineyard. At nine o'clock he went out again into the public street and saw men standing idle, whom he invited to go at once to the vineyard to work.

Again at twelve o'clock, and at three o'clock, he went out into the market place to gather in all the men who were willing to labor. Hour after hour passed by with the men gathering the loads of ripened fruit, and still there was much to be done. At five o'clock, the eleventh hour, the Master sallied forth once more, for he was grieved to see the harvest waste for lack of laborers. At this late hour he found "others standing idle," and at once demanded of

them, "Why stand ye here all the day idle? They say unto him, Because no man hath hired us. He saith unto them, Go ye also into the vineyard; and whatsoever is right, that shall ye receive."

This is manifestly a parable whose lesson culminates in our day, and there are several points in it which deserve our careful consideration.

It is clearly taught in this parable that there is plenty of work for every man to do, and that the Lord is not pleased to have any stand idle. Especially at the eleventh hour, when the fields "are white to harvest," he demands almost sternly, "Why stand ye idle?" There is no excuse for any one to be idle because of lack of work, or because the hour is late.

Many Still Stand Idle

It would also appear from this parable that in the closing days of earth's harvest time many will stand idle. It is significant and encouraging, however, to know that some at least are willing, but simply waiting for some one to set them to work. It may be that they have not applied for work because they are timid, or because they do not understand the business of caring for grapes. Instead of going to work, and getting a preparation and training which would fit them for a place of usefulness, they are standing idle. But the time is so short, the day is so near spent, and the call so urgent for more laborers, that the Master takes all who are willing to work, and pays generously.

A beautiful lesson on the loving-kindness of God is here taught. He will reward those who enter the work the last hour. Though the laborers who entered the vineyard earlier have borne the burden and heat of the day, the Master is gracious and liberal with all. Back of it all, it is easy to think that he is more interested in the men who are standing idle than in the grapes.

This Is the Eleventh Hour

As we see the sun setting in the west, we know that night will soon be upon us. If we are working twelve hours a day, when we reach five o'clock we feel that the day's work will soon be done. God has given us the most convincing evidence that earth's sun is very soon to set. Nothing revealed in the Word of God is more certain than that we have reached the eleventh hour. The omens of clos-

ing days are no more certain than are the prophetic signs of the imminence of Christ's coming.

At the Eleventh Hour

every young man and woman should be busy. The eternal destiny of every soul will soon be decided.

"How can I be idle, Christ knowing so well;
More diligence give me, love's story to tell."

And yet, true to the representation of the parable, many still stand idle. We are on the border of the eternal world, with its glorious possibilities for rest and friendship and study. There we shall have no cares, no burdens, no temptations, no physical infirmities. There we can gratify every noble desire and realize the attainment of every lofty ambition. But God requires service in this life before we are fitted to share in the joys of eternal life.

"He who rejects the privilege of fellowship with Christ in service, rejects the only training that imparts a fitness for participation with him in his glory."

We are rapidly approaching the solemn moment beyond which no soul will ever be won to Christ. Young man, young woman, are you standing in the market place idle? Are you charmed with the voice of personal ambition, or worldly pleasure, or unconsecrated associates? Are you too timid to press into the closing work of God, or do you feel that there is nothing you can do? If so, what excuse can you give when the harvest is past and the summer is ended, and you stand empty-handed before the Master?

AMONG OUR SCHOOLS

Walla Walla College

OBJECT.—The object of the college is expressed in its motto: "The school that educates for life." It is the purpose of the college that its students not only live successfully in the present life, but also enjoy the ceaseless ages of eternity.

ENROLLMENT.—The enrollment in the advanced work is steadily increasing. In all grades last year it reached four hundred. In addition there were sixty-five in the summer school just closed.

FACULTY.—E. C. Kellogg, president; O. A. Johnson, special Bible; F. S. Bunch, Bible; W. E. Nelson, physical science; Winifred L. Holmden, ancient and modern languages; D. D. Rees, English; Clara E. Rogers, rhetoric; W. C. Flaiz, history; W. I. Smith, mathematics; C. Haysmer Thompson, biological science; Carl F. Neumann, German department; Grace Wood-Reith, director of music; Estella W. Kiehnhoff, piano-forte and harmony; Lloyd E. Biggs, violin and orchestra; W. C. Raley, bookkeeping; H. K. Tetzlaff, shorthand; B. B. Davis, normal director; Mrs. B. B. Davis, art; Elizabeth Flower, critic teacher; Rose E. Herr, critic teacher; F. W. Peterson, manager; Jean B. Henry, preceptress. The faculty members have an average teaching experience of over ten years.

ORGANIZATIONS.—There are col-

lege, academic, and German literary societies. The young women have an organization for physical culture. Students of the college department and faculty members compose the collegiate association. The Young People's Missionary Volunteer Society, with its several divisions and lines of work, is a strong factor in missionary work, as is also the Foreign Mission Band.

IMPROVEMENTS.—Numerous improvements have been made during the year, aggregating over three thousand dollars.

OUTLOOK.—A most excellent feeling prevails throughout the field in regard to the work being done by the college. It is believed that the attendance the coming year will be the largest in the history of the institution.

Pacific Union College

THE past school year has been, in many respects, the most prosperous in the history of the college. A spirit of hard work and earnest study has been manifest in all departments. Approximately two hundred students were enrolled in the academic and one hundred in the collegiate courses. Of this number, more than two hundred were in the school homes, and nearly one hundred outside.

Forty-six students were graduated from the various courses at the close of the year. Fourteen completed the collegiate course

and were granted the degree of bachelor of arts. Six received diplomas from the ministerial course, and eleven were graduated from the normal course. Two young men completed the pre-medical course, and one young woman the reed organ course.

With only three or four exceptions, the students who have completed the above-mentioned courses have been assigned to definite positions in our work. Two have completed the business and shorthand course and have been appointed to work. Fifteen completed the academic course, and almost without exception expect to pursue an advanced course of instruction.

The music department has been more fully equipped, and over one hundred students received instruction in various lines of music.

There were twenty-five members in the orchestra, which gave two recitals. Large sight-singing and chorus classes were conducted.

The musical equipment was strengthened by the installation of a Steinway grand piano and a pipe organ. The organ is of the latest type,—two manuals, concave and radiating pedals, electric action, etc.,—and is proving an attractive feature in the school because of its practical aid in concerts and devotional services.

The department of chemistry has been enlarged by the addition of twelve hundred dollars' worth of equipment, including a finely adjusted balance for quantitative analysis. The laboratory is supplied with running water and gas from its own plant, and is now equipped to accommodate sixty-

five students in elementary and advanced chemistry.

The normal department has closed a prosperous year. Eleven were graduated from the full course, seven of whom have had actual field experience in teaching, as well as practical work offered in the department.

Owing to the large number of industrial departments which are connected with the college, it has been possible, during the past year, to supply work to the amount of \$24,000, which has been credited to students on their school expenses. This does not include the required time which each student in the home works as part payment of expenses.

By means of our own sawmill and carpentry department, it has been possible to push forward the construction of a store building during the past year, the upper stories of which will be used for dormitory purposes, and when completed will accommodate fifty young men.

The missionary activities of the college have been fostered by the young people's society of Missionary Volunteers, which convenes every Wednesday at chapel exercises. The members of this society collected \$200 on the Harvest Ingathering, and have conducted meetings in various places, with the result that several accepted the truth and were baptized. A Foreign Mission Band of 120 members was a prominent feature of the work. The usual blessings were received during the week of prayer, and during the spring week of prayer the college had

(Concluded on page 314)

Strode Industrial Academy

MUCH is said in the Testimonies in regard to our schools, especially along industrial lines. It has been the purpose of Strode Academy to heed these admonitions, and the Lord has surely added his blessing.

The unit system is used. A student must put in the required number of hours on an industry, develop efficiency, and make a required standing.

Carpentry is taught by one of the very best carpenters. Much of the instruction is given in connection with his regular outside work. He is of a practical turn of mind, and believes in getting practical results from his students. No time is spent in making pretty pieces of wood, but every article made is useful. Toward the close of the year each young carpenter is required to produce a final specimen of his work. This year two girls and a boy each made a library table. Two other girls each produced a wardrobe and a music cabinet. Two brothers in the second-year class made a dining table. These articles are marvels of workmanship and beauty, and are unexcelled by like furniture on the market. Considerable time is also spent in house planning and construction. All, including the girls, were required to do work on an actual building. The latter had blistered hands, but were happy that they were doing the real thing. The carpenter instructor says there is not one of his class who could not plan and put up a simple building, including the making of the door and window frames.

Another brother at Oswego is a first-class painter and paper hanger. Two students each made their units in those industries under him. Another young man did the baking for the academy almost the entire year. He showed such proficiency and passed such a creditable examination that he was given a unit credit. A German girl made a unit in farm work. She can handle a three-horse plow and other farm machinery as a man. As might be expected, she is the very embodiment of strength and health. This work in no way detracts from her feminine qualities.

Union College

THE closing exercises of Union College took place May 20-24. They were appreciated much and enjoyed by all who had the privilege of attending them. The program given by the graduating class was very favorably commented upon by many. The spirit that prevailed in each address, song, or poem showed that these students who have had the opportunity of receiving their training at Union College have not failed to absorb the one ideal that "Old Union" holds out to all her students. Not only did the general spirit of the program receive favorable comment, but also the scholarly manner in which the members of the class presented their thoughts to the audience. The baccalaureate sermon was given by Prof. C. L. Benson, of Washington, D. C., and the commencement address by Prof. W. E. Howell, of Washington, D. C. Both addresses were received with appreciative and earnest ear.

In many ways the prospects for Union College for the year 1915-16 seem especially favorable. The students who were with us during the year that has just passed are determined that during the year 1915-16 four hundred students shall have the privileges and opportunities that this institution holds out to young men and women of purpose. They have also joined with us in the aim that the year 1915 shall not pass without Union College having been freed from debt. The accomplishment of these aims will greatly increase the efficiency of Union College. Having struggled with a heavy debt for so many years, it will be a day of rejoicing when we can put forth the effort that has been absorbed by this interest-bearing debt in building up and better equipping the institution. However, each year has seen considerable increase in facilities. During the past year we have added between eight hundred and one thousand new, specially selected volumes to our already well-equipped library, and we have already made plans by which we shall be able to do as well the coming year.

The call of the hour is for our young people to get a training and preparation for evangelistic work, and this spirit has come to largely prevail in connection with the work here. Each year in arranging our work and employing our teachers, we plan for rapid advancement in this respect. Every effort is being put forth to be able to develop an efficient ministry for those who come in contact with the opportunities at Union

College. It is the one purpose of the school to train young men and women for the work of this message; and to this end we have set it as our aim to train many for the foreign fields, and that each year at least fifteen may be added to the one hundred and eighty who have preceded them in foreign mission work. During the past year thirteen persons who have received their training at Union College have gone from the homeland to the more needy fields, to assist in bringing those who do not know Christ into the knowledge of this truth.

A large majority of the college graduating class have chosen the ministry for their life work, and have already entered upon their duties in the different conferences. From seventy-five to one hundred of the students who were in attendance last year have gone out into some part of the Lord's vineyard to work for him. Quite a number of these are in the colporteur work. We have given every encouragement possible to this line of work to those students especially who can work during the summer only and are expecting to come back to the college for another year of schooling. We are hearing very excellent reports from those who are out. In fact, at this writing, June 30, many have already earned their scholarships.

We shall be glad to send the catalogue of Union College to any who are interested in getting a training that they may reenforce the fifteen hundred who have already gone out from "Old Union's" halls to give the message.

The Christian Home

[From a sermon by Prof. M. E. Kern at the Pacific Union Convention, June 26.]

THE home is the most important institution in this world. Many of us are builders of homes, many of us are fathers and mothers, and all of us, in one way or another, are connected with some home. It is therefore true that the home and the home influence are of tremendous importance.

Some one has said that the child learns more during the first four years of its life than during any succeeding four years. I believe that is true. We have this statement from the spirit of prophecy: "The lessons that the child learns during the first seven years of its life have more to do with the formation of character than all that it learns in future years."

Love is the magic word that makes the home a Christian home. Love is the bond of perfectness in this world; it is the bond of perfectness in a Christian home; and oh, how bleak and unsatisfying is the so-called home life without this melting atmosphere of love! Such homes do not come by chance; such homes do not "happen" in this world of sin. But Christian homes are bound together in the bonds of love because the component parts of the home have learned to know Jesus and partake of his love.

Last summer at a camp meeting I heard one of the most wonderful testimonies that I ever heard in my life. In a parents' meeting, the wife of the president of the conference made this statement — and I know her to be a godly, truthful woman — that never had

her husband spoken one cross word to her. I wish that all Seventh-day Adventist preachers' wives could say the same thing. I wish that all our teachers' wives could say that. I wish that all our wives could say that. How different would be the spirit and the atmosphere in our churches, and how different would be the molding influence being exerted upon our boys and girls who are being reared in these homes. That kind of love is not mere sentimentalism. I believe that one reason why there is so much trouble in so many homes is because the husband and wife have not, after all, got the real, true understanding of what love is. No one can truly love till he knows the love of God. No one who really loves God will make his wife his idol. There is a kind of false sentimentalism in this world that passes for love, but it is not love at all; and when the heat of that sentimentalism and passion passes away, there comes the bitterness into the homes, against which the apostle warns us.

One reason why there is so little love in many homes is because, as the cares of life have settled down upon the home, the father has become so engrossed with business or other things that he forgets to express his love in those same gentle, sweet terms in which he used to express it before they two were one. I think it would be a blessed thing if many a husband would call a halt, and face about and court that wife of

his over again. Think of those little affectionate sayings, those tender remembrances, the flowers, and the other expressions of love and affection that were so profuse in those days of love and courtship that have almost entirely gone out of our lives.

Mothers have sometimes felt circumscribed because their work seems to be largely within four walls; but I want to say that God honors the mother. He has said that there is no work in this world more important than hers. In "Christ's Object Lessons," page 359, it is said: "If you are a mother, train your children for Christ, for this is as verily a work for God as that of the minister in the pulpit." Then let none of us ever depreciate the work of mothers. It is true that in this world we write high on the scroll of fame the names of men who have done great things; but I think that in the scroll of fame in heaven, God has a different way of reckoning. I think that Moses' mother's name will be at least right next to his, if not above it. A woman who could take a child and during the first twelve years of his life so impress the image of God and the purpose of God upon his heart that when, even after years of training in the heathen, licentious court of Pharaoh, he chose rather to suffer affliction with the people of God than to enjoy the pleasures of sin for a season, is worthy of a high place in heaven.

Our mothers have a work the equal of which is not to be seen

anywhere in the world. We exalt the teacher's work, but at the very best it is only supplementary to the work of the parents. Some of the great men of the world have recognized this. Lincoln said, "All that I am or hope to be I owe to my angel mother." Thomas A. Edison, the great inventor, said, "My mother was the making of me. She was so true to me, so sure of me, that I felt I had something to live for, some one I must not disappoint." The great evangelist, Moody, said, "All that I have ever accomplished I owe to my mother." Walter Scott's mother was a lover of poetry; Washington's mother was pure and good; the mother of the Wesleys, intelligent and pious.

If I could give only one rule to parents in regard to the rearing of children, I should say, in the words of the great teacher Froebel, "Come, let us live with our children." I think the question of companionship is the great question. It is a fact that in many homes there is a great gulf fixed between children and parents.

I think our homes ought to be places where we meet, as it were, on the level; where the great are small, and the small are great; where the father, regardless of what his business may be, whether he is dealing with the men of the world or with the advanced students of our schools, should be one with his little boys and girls when he comes home. If we fail here, we have broken the cord that will enable us to hold those children during the trying times of life.

Christian Education

W. E. HOWELL - - - - Editor
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 FREDERICK GRIGGS } - Associate Editors

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(Concluded from page 301)

Surely God has set his hand to do a quick work in the earth, and it is the unanimous feeling of conference presidents and other leaders that under God our schools are to take a more effective part than ever before in developing laborers for the finishing of the work. That this may be so, educational and Missionary Volunteer workers have taken new vows of deeper consecration.

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wipe this curse off the people of God, and remove this reproach; for I believe that just as soon as we can liquidate our indebtedness, great life and hope and good cheer will come to this people, and the work will bound upward and forward with such impetuosity as we have never seen."

(Concluded from page 309)

the services of Elder Meade MacGuire, whose help was appreciated. As a result of the com-

bined spiritual efforts of the various meetings, twenty-nine students were baptized during the year, and we believe that the combined efforts of the teachers have resulted in a deeper Christian experience for all the students.

THE truth which another man has won from nature or from life is not our truth until we have lived it. Only that becomes real or helpful to any man which has cost the sweat of his brow, the effort of his brain, or the anguish of his soul. He who would be wise must daily earn his wisdom.—*David Starr Jordan.*

WHEN students sit at the table, if Christ is abiding in the soul there will come forth from the treasure house of the heart words which are pure and uplifting; if Christ is not abiding there, a satisfaction will be found in frivolity, in jesting and joking, which is a hindrance to spiritual growth, and a cause of grief to the angels of God.—*Mrs. E. G. White.*

IN each one of our schools Satan will seek to become the guide of teachers and students. He will introduce the thought that amusements are essential. He would be pleased to have students who are preparing to become missionaries accept the idea that amusements are essential to health. But the Lord has provided a better way. God has provided useful employments for the development of health, and these useful employments will also qualify students to be a help to themselves and to others.—*Mrs. E. G. White.*

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Strode Industrial Academy

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Characteristics.—A school modeled after the schools of the prophets and instruction given in the Testimonies.

Object.—To train workers to go out into the great harvest.

Equipment.—Academy building, science building, two dormitories, broom shop, glove factory, blacksmith shop, laundry, carpenter shop, and buildings for poultry and farm work.

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Results.—Nearly ninety per cent of the alumni are in the work, or attending higher institutions to further prepare themselves for the work.

For further information and calendar, address

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Adelphian Academy

FACULTY.— Eight thoroughly trained and experienced teachers have charge of the instruction. College graduates at the head of principal departments.

EQUIPMENT.— The three main buildings are modern, steam-heated, electric-lighted, with an inexhaustible supply of hot and cold running water in each building.

GROWTH.— School work started in 1905 with six students enrolled. Last year the enrollment was 110 above the primary department. Better equipment, a stronger faculty, greater opportunities, and a more advanced and earnest student body, has been the yearly record.

EXPENSES.— Average expenses are about \$15.00 per month, and there are excellent opportunities to meet a part by work in the industrial departments.

For calendar and further information, address

THOS. W. STEEN, Principal

Holly : : Michigan

Adelphian Academy

THE sixteenth of last January marked the tenth anniversary of the opening of school work at the Adelphian Academy. As an interesting coincidence, the one hundredth student to enroll this year reached the academy on that date. Not only was this the first time that the enrollment in this school had reached this number, but it marked a new epoch for our academic work in the Lake Union Conference, as no other academy had ever received so many students.

During the remainder of the year ten additional students entered, making the total enrollment for this year 110. This does not include over thirty students in the primary department.

Another encouraging feature of the year has been the high attend-

ance that has prevailed. The actual daily attendance as late as the last of March, was as high as at any previous time during the year.

The large attendance has enabled the school to add materially to its equipment and facilities from its own earnings. The net operating gain for the year that has just closed, has been over \$1,000. In addition to this, over \$4,000 has been raised and applied directly on the original indebtedness. Not a dollar raised in this way has been otherwise used.

Although the academy has been content to solicit students from its own territory, which is the smallest in the union, the excellent opportunities offered, together with the moderate expenses, has attracted students from several other States.



The Loma Linda College of Medical Evangelists

Is an integral part of the Denominational Educational System and fills the denominational need of educational opportunities for the preparation of medical missionary workers.

The school was chartered as a legally organized medical college six years ago. The second annual class of Medical Missionary Physicians was graduated on June 8, 1915. The class consisted of twelve members. In addition there were twenty-one graduates in other courses.

The following courses are offered:—

Four-year **MEDICAL COURSE** leading to the degree of Doctor of Medicine

Four-year **MEDICAL EVANGELISTIC COURSE**

Three-year **NURSES' TRAINING COURSE**

One-year **POSTGRADUATE NURSES' COURSE**

COMBINED COURSE leading to the degree of Bachelor of Arts

SPECIAL COURSES of one year or more for Medical Missionary Workers

One-year **COOKS AND BAKERS' COURSE**

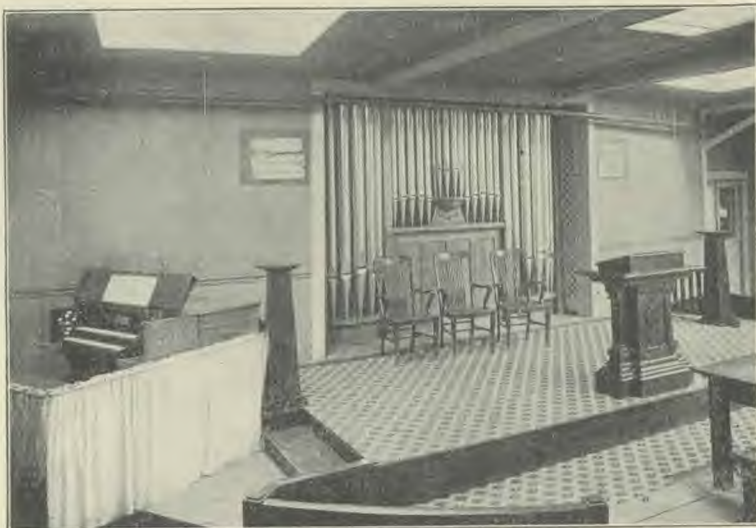
For information and annual announcement address the President

College of Medical Evangelists

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3. Maintains an Evangelical Department in which men are trained for the ministry, and women for Bible work. An experienced faculty direct this department, among whom are six ordained ministers and one experienced Bible worker. Emphasis is placed on the field training.
4. The Washington College is the Gateway to Service. Besides the many workers it has supplied for the homeland, fully one hundred and seventy have been sent to foreign fields. Specialized courses of instruction are provided for such workers.

For Calendar, apply to the President

J. L. SHAW, Takoma Park, WASHINGTON, D. C.



Emmanuel Missionary College

THE SCHOOL OF OPPORTUNITY

OUR AIM: TO TRAIN FOR THE MASTER'S USE

Evidence of Strength and Prosperity

Enrollment.—	1908-09	138	1912-13	229
	1909-10	148	1913-14	234
	1910-11	160	1914-15	259
	1911-12	174	1915-16	?

Teachers.—Few changes have been made in the teaching force during the last five years, hence strong departments have been developed. ¶Heads of departments average fourteen years of experience as teachers.

Equipment.—A rapidly growing library. At present over 5,400 volumes. ¶Several thousand dollars have been spent in equipping the laboratories for the eight and a half years of science given.

Self-Help.—From \$10,000 to \$15,000 worth of work a year is given to students.

Finance.—The school has operated without showing a loss during the past seven years. Last year the College debt was reduced from \$45,290.72 to \$29,464.79.

Student Activity.—The movement to raise the College debt was started by the students last year, and this year they have organized to raise \$5,000 of what remains.

WRITE FOR CATALOGUE

Address

EMMANUEL MISSIONARY COLLEGE

Berrien Springs, Mich.