

The true object of education is to restore the image of God in the soul.

THE
CHRISTIAN EDUCATOR

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EDITED BY
FRANK W. HOWE.

BATTLE CREEK, MICH., U. S. A.

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FORTY CENTS.

The Christian Educator

IS DEVOTED TO

The Thorough, Systematic, and Symmetrical Culture of
the Hand, Head, and Heart, in the Home,
School, and Church.

ISSUED MONTHLY.

Entered at the Post-office in Battle Creek, Michigan.

THE Bible is its own expositor.

LET the home be full of sunshine.

WE must manifest confidence in our young men.

EVERY day our obligation is proportioned to our
ability.

THE Lord Jesus is dishonored by low ideas or de-
signs on our part.

THE mothers of the present day are making the
society of the future.

IF we allow others to do our thinking, we shall
have crippled energies and contracted abilities.

POVERTY, in many cases, is a blessing; for it pre-
vents youth and children from being ruined by in-
action.

WE cannot obtain wisdom without earnest atten-
tion and prayerful study

WHILE religion should be the pervading element in
every school, it will not lead to a cheapening of the
literary attainments.

PROPER education includes not only mental disci-
pline, but that training which will secure sound morals
and correct deportment.

OUR SCHOOLS AND COLLEGES.

[UNDER this title, and for the special purposes of
this number, we reprint from "Christian Education"
the following extracts from a chapter written in 1879.
Liberty has been taken to make such verbal changes
in one or two places as will adapt the language to
all our schools instead of the only one which then
existed. — Ed.]

The education and training of the youth is an im-
portant and solemn work. The great object to be
secured should be the proper development of char-
acter, that the individual may be fitted rightly to
discharge the duties of the present life, and to enter
at last upon the future, immortal life. Eternity
will reveal the manner in which the work has been
performed.

Those who would make a success in the education
of the youth must take them as they are, not as they
ought to be, nor as they will be when they come
from under their training. With dull scholars they
have a trial, and they must bear patiently with their

ignorance. With sensitive, nervous students they must deal tenderly and very kindly, remembering that they are hereafter to meet their students before the judgment-seat of Christ. A sense of their own imperfections should constantly lead educators to cherish feelings of tender sympathy and forbearance for those who are struggling with the same difficulties. They may help their students, not by overlooking their defects, but by faithfully correcting wrong in such a manner that the one reprov'd shall be bound still closer to the teacher's heart.

If the influence in our schools is what it should be, the youth who are educated there will be enabled to discern God, and glorify him in all his works. And while engaged in cultivating the faculties which God has given them, they will be preparing to render to him more efficient service. The intellect, sanctified, will unlock the treasures of God's word, and gather its precious gems to present to other minds, and lead them also to search for the deep things of God. A knowledge of the riches of his grace, will ennoble and elevate the human soul, and through connection with Christ, it will become a partaker of the divine nature, and obtain power to resist the advances of Satan.

The work of the teachers in our colleges will be laborious. Among those who attend the school, there will be some who are nothing less than Satan's agents. They have no respect for the rules of the school, and they demoralize all who associate with them. After the teachers have done all they can to reform this class; after they have, by personal effort, by entreaties and prayer, endeavored to reach them, and they refuse all the efforts made in their behalf, and continue in their course of sin, then it will be necessary to separate them from the school, that others may not be contaminated by their evil influence.

Educators should understand how to guard the health of their students. They should restrain them from taxing their minds with too many studies. If they leave college with a knowledge of the sciences, but with shattered constitutions, it would have been better had they not entered the school at all. Some parents feel that their children are being educated at considerable expense, and they urge them forward in their studies. Students are desirous of taking many studies in order to complete their education in as short a time as possible. The professors have allowed some to advance too rapidly. While some may need urging, others need holding back. Students should ever be diligent, but they ought not to crowd their minds so as to become intellectual dys-

peptics. They should not be so pressed with studies as to neglect the culture of the manners; and above all, they should let nothing interfere with their seasons of prayer, which bring them in connection with Jesus Christ, the best teacher the world has ever known.

The student must have opportunities to become conversant with his Bible. He needs time for this. A student who makes God his strength, who is becoming intelligent in the knowledge of God as revealed in his word, is laying the foundation for a thorough education.

God designs that our schools and colleges shall reach a higher standard of intellectual and moral culture than any other institutions of the kind in our land. The youth should be taught the importance of cultivating their physical, mental, and moral powers, that they may not only reach the highest attainments in science, but through a knowledge of God, may be educated to glorify him; that they may develop symmetrical characters, and thus be fully prepared for usefulness in this world, and obtain a moral fitness for the immortal life.

The precepts and principles of religion are the first steps in the acquisition of knowledge, and lie at the very foundation of true education. Knowledge and science must be vitalized by the Spirit of God in order to serve the noblest purposes. The Christian alone can make the right use of knowledge. Science, in order to be fully appreciated, must be viewed from a religious standpoint. The heart which is ennobled by the grace of God can best comprehend the real value of education. The attributes of God, as seen in his created works, can be appreciated only as we have a knowledge of the Creator. In order to lead the youth to the fountain of truth, to the Lamb of God who taketh away the sins of the world, the teachers must not only be acquainted with the theory of the truth, but must have an experimental knowledge of the way of holiness. Knowledge is a power when united with true piety.

Without the influence of divine grace, education will prove no real advantage; the learner becomes proud, vain, and bigoted. But that education which is received under the ennobling, refining influence of the great Teacher, will elevate man in the scale of moral value with God. It will enable him to subdue pride and passion, and to walk humbly before God, as dependent upon him for every capability, every opportunity, and every privilege.

MRS. E. G. WHITE.

OUR COLLEGES AND ACADEMIES.

BATTLE CREEK COLLEGE.

THE first school organized and conducted by Seventh-day Adventists was established in Battle Creek, thirty-five years ago. This small beginning grew by progressive steps into the permanent organization known as the Seventh-day Adventist Educational Society, which aspired to the building up of a college where the youth of our people should receive their education. So far as we can now perceive, the ideas of those who laid the foundation of this noble work did not at that time embrace the establishment of other colleges, though the plan of tributary schools was early entertained.

But God's work has exceeded our faith. Other similar institutions have been and are being called into existence by the growing demands of our work. To all these, Battle Creek College has ever extended the hand of fraternal greeting and warmest sympathy.

As the parent school, or rather, as the elder member of the family of schools, Battle Creek College in some respects carries a heavier responsibility than other members of the family. Its stockholders are in all parts of the earth. Its friends and patrons are in all parts of the work. In every conference, mission, school, or publishing house are those who look back to Battle Creek College and their connection therewith with an ever-increasing interest. The school lives in the hearts and lives of its pupils scattered abroad. It lives in the hearts of its host of friends. It lives in the plan and providence of God. And it owes to all these the most sacred obligation to fulfil with faithfulness the mission for which it was created.

There never was a time when its purposes to do a faithful work were more intense or its aims were higher than at the present moment. During the past few months the difficulties which have long seemed to bar the way marked out by the Lord for our schools, have been grappled with by faith. And as the forward movement has been thus inaugurated, light and blessing have come in to give courage. Obstacles have been giving way, and prospects now appear where only faith appeared a short time ago. Unity in heart and sentiment have characterized the efforts that have been thus put forth. And we believe

that God will help us to carry out his own will if only we have the wisdom to walk in his counsels.

WHAT IS THE AIM?

It is not revolution. It is not to cheapen education. It is simply conformity to God's plan of education, and the adoption of his mind as the standard of education. We humbly aspire to think the thoughts of God. To do this it will be the aim to perceive God in all things, to recognize therein the manifestations of wisdom, of love, of purity. It will be, God in the Bible; God in science; God in nature; God in history, in language, and in the every-day duties and experiences.

OUR WORK.

In order to make room for the work indicated above, it will be necessary to place less stress upon the forms and courses of education marked out in schools where the aim is not the same as that which is before us. It would be impossible to give a godly education on lines marked out for a worldly education. To provide for all the legitimate wants of the mind, it will be necessary to provide a wide scope of studies. The way will be left open for a pursuit of the classics and sciences to those whose circumstances indicate that these are the lines they should pursue. In addition to the work which has been offered, Battle Creek College now presents varied opportunities for the pursuit of practical studies and training along with useful industries. Some of these we note as follows:—

AGRICULTURE.

Through the generosity of friends of the College, a farm has been purchased and stocked within three fourths of a mile of the College campus. This farm will be cultivated in harmony with the teachings of the Bible, with the aid of science and experience. A course of study in agriculture will be connected with farm labor, covering one year and comprising such topics as general horticulture, including vegetable and fruit culture; grafting, budding, pruning, etc.; agricultural chemistry, including chemistry of soil and fertilizers, chemistry of fodders, and their nutritive values; agriculture, botany, and elements of forestry.

WOOD, SLOYD, AND JOINERY.

This department will be under the charge of a competent instructor who has had the advantage of a training in the New York college for teachers. Comfortable shops are fitted up with benches and tools for joinery, where, in connection with the classes in sloyd, students will have an opportunity to obtain a practical knowledge of the principles, and an actual training in the various branches, of wood handicraft.

BROOM MAKING.

An extensive broom shop under the charge of a careful and experienced instructor has been opened, where a large number of young men can learn the art of broom and brush making. Classes in this and other departments will be open both forenoon and afternoon, so as to accommodate a larger number of students.

TAILORING.

A tailoring establishment where clothing will be made and repaired has been provided for. It is intended here to prepare the student to care for and make his own clothing, and to assist in making clothing for others.

PRINTING.

In connection with the Review and Herald Office, classes in the different parts of the printing trade will be opened for students. These will probably embrace type-setting, book-binding, press-work, etc. The instruction in these classes will include both theoretical and practical work.

COMMERCIAL DEPARTMENT.

Two large rooms fitted up for this branch of the work will be under the charge of those whose ability and experience thoroughly qualify them for the position. A complete course in shorthand, typewriting, penmanship, and bookkeeping will be presented. Offices for banking and commission business will be opened, and regular correspondence in banking, commission, and exchange, will be carried on with other colleges and through a central banking institution in Chicago. Our commercial course will be second to none in completeness, and will embrace special work adapted to our conferences, tract societies, and churches.

NORMAL DEPARTMENT.

There is already a good demand for teachers in our churches, and this will no doubt be greatly increased. Besides this demand there are many very favorable openings for the Christian teacher to do excellent work for the Master and for humanity.

In anticipation of these demands, a complete department for the instruction and training of teachers will be maintained. Extended and shorter courses will be offered, affording to teachers of experience special features, or giving to prospective teachers a more thorough preparation in necessary branches.

DOMESTIC WORK.

A strong effort, in which the help of God will be sought, will be made to place housework and homemaking on the honorable and exalted basis which the Lord designs that it shall occupy. The idea that there is anything debasing in the calling or occupation of housekeeping is not from God, and should be dispelled. Young ladies will have the opportunity to study and practise this "homely" art from the standpoint of science and the Bible. Domestic economy and all branches of domestic work will be carefully studied.

COOKERY.

In this line will be taught practical cooking; the composition and combination of foods; proper foods; the care of foods and cooking utensils. These classes will be under the charge of thoroughly competent and experienced instructors.

DRESSMAKING.

Extensive rooms have been provided for this department, and the sewing art will be carefully and conscientiously taught. No attempt will be made to follow the devious ways of fashionable dressmaking. On the other hand, the principles of healthful and modest dressing in harmony with the word of God and the dictates of sense will be inculcated both in theory and practise. This course is intended to teach the student how to dress, and how to make the dress, that she may not only represent true and righteous principles in her own person, but also be able to teach others.

OBJECT.

The prime object of these branches of instruction should be borne in mind. It is Christian education. It is the culture and training of heart, head, and hand for Christian service. The principles involved in these enterprises are fundamental in the establishment of a good character, and essential to a life of usefulness. As a secondary object it is hoped that the practise of these arts will be made to contribute somewhat to the support of the students in their efforts to obtain an education.

For calendars, announcements, or other information address the president.
G. C. TENNEY..

UNION COLLEGE.

THE work in Union College will open Wednesday, September 15, and the present outlook for this institution for the coming year is very encouraging. At an institute of the teachers which has just closed, steps were taken which will place the work of the college on a much broader and more satisfactory basis than ever before.

The college now offers five courses of study, any of which will fit the students for some line of practical Christian work. A Normal Course has been arranged covering a period of two years, which will enable persons to take up work as teachers in our church schools, and to give instruction to parents that may enable them so to instruct their children as to save them to the cause of God. The Missionary Course, two years in length, is such as will in a short time develop persons for Bible workers, secretaries, colporteurs, and for other phases of the gospel work and ministry.

The four years' Biblical Course is arranged for those who desire to take a more extended course of study in Bible and history. The Scientific and Literary courses have been rearranged so that they are better adapted to the needs of the work. The Greek and Hebrew languages are studied with a view of becoming better acquainted with the original languages of the Scriptures.

Steps have recently been taken to build up and unify the work in the Scandinavian department of the college. This department is the only school of the kind in our denomination in this country and deserves a liberal patronage. A missionary course, suitable to the needs of every worker in the cause and giving ample opportunity for development in both the mother tongue as well as in the English language, was adopted. The instructors are Elder O. A. Johnson and P. E. Berthelson in the Danish, and J. Wallenkampf in the Swedish.

Another important feature recently developed, and which will be carried into operation during the coming year, is a thorough line of manual training work. Provision has been made for the students to carry on practical farming and gardening, and also to learn broom making, tailoring, shoemaking, sewing, cooking, and bath-room treatment. The hand, head, and heart are to be educated together so that all-round, practical men and women shall be trained for valiant service in the cause of God.

It is confidently believed that our young people cannot afford to miss the opportunities that are now

offered in our schools. The constant endeavor will be to do as thorough work as is done in the public schools, and in addition, to give an education that will be sanctified by the knowledge of God and his truth, so that it can be used for the salvation of souls.

It is designed as far as possible to make each year complete in itself, so that if the student should attend but one year, he will have acquired something that he can make use of in his own field of work. The student will be carefully consulted as to the time he expects to continue in school, and what line of work he wishes to follow. Then he will be counseled to seek God for wisdom, and both teacher and student will work together as the Spirit of God may direct.

The Bible will be used in every class, and its principles are woven into the entire fabric of each student's education, the *one aim* of the college being to give its students a thorough, symmetrical education,—physically, mentally, and morally,—in order that they may fully meet the mind of God in faithful and efficient service in his cause.

The college is situated in College View, a suburb about five miles from Lincoln, the capital of Nebraska. It stands on an elevation which gives a fine view of the surrounding country. The climate is excellent, and many persons who have poor health in other places, find here conditions which build up and invigorate the system.

A new interest is springing up throughout this entire district in the education of our youth and children, and a general desire is manifested by parents to have their children in such schools as give instruction after God's order. This is as it should be, and God will bless the institutions which he has planted, when they conform to his plans.

Students coming to Union College this year should take the "Union College" street-car to College View. Do not secure any one to bring your baggage from Lincoln; bring your checks with you, and the college will attend to the transportation of baggage. Any who expect to attend the school this year, or who may wish further information concerning Union College and its work, should address,

N. W. KAUBLE, *President.*

College View, Neb.

[It was expected to receive another page of matter from Union College before the publication of this number; but it has not yet come to hand.—Ed.]

WALLA WALLA COLLEGE.

In the extreme northwestern part of the United States, in the little valley of Walla Walla ("many waters"), is located the youngest of our colleges in America. Born in adversity, as have been most of our institutions, the work of this school began humbly. But the march has been onward from the beginning, and the work has grown into healthful proportions, commanding the confidence of both its Seventh-day Adventist constituents and of the world at large. Only five years have elapsed since actual teaching began, and yet the leading educators of the State of Washington and States adjoining, have come to recognize the plan of work here adopted as something in advance of their own.

LOCATION.

As already stated, the college is located in Walla Walla Valley, a strip of country not to be excelled by any other in the entire State. The scenery is picturesque, and may be enjoyed to the fullest extent by those in attendance at the school. The climate is one common to the Pacific Coast, mild and salubrious. Very cold weather is extremely rare, and the heat of summer is nearly always modified by refreshing breezes from the west. It is not strange, therefore, to see on every hand a luxuriant vegetation. Fruit of all kinds is plentiful and cheap; while provisions may be had at rates which compare favorably with those of Eastern markets. The city of Walla Walla is about three miles east. This gives the college the advantages of proximity to a city, and at the same time leaves it free from those dangerous elements which tend to allure the young from right ways. A small village, however, has grown up around the school, in which are to be found a post-office and a store of no mean proportions.

THE BUILDINGS.

The college proper is a commodious structure of four stories, measuring more than one hundred feet from foundation to top of super-structure. The ground measurements are fifty by seventy feet. In the basement of this building are to be found bath and toilet-rooms for both ladies and gentlemen, and a gymnasium of ample size. The first, third, and fourth floors are devoted to recitation rooms, numbering nineteen in all. The chapel occupies the entire second floor, with the exception of the president's room. Two homes for students both join the college building, and are each thirty-five by sixty feet.

They also are four stories in height, besides basement, and will accommodate one hundred and fifty students. A well-arranged kitchen, having the same ground dimensions, lies between the homes.

REAL ESTATE.

Connected with the college there are nearly one hundred acres of farming land. The campus comprises ten acres, and eighty-nine are under cultivation.

PLANS OF WORK.

The work of the college finds its root and base in the words, "The true object of education is to restore the image of God in the soul." Every department, consequently, uses the word of God as something more than a flavor to the instruction given. It is interwoven with all the studies, exerting the controlling influence. Every class room is a Bible room. At our recent institute, the Lord gave special light and help in bringing this experience to our school.

INDUSTRIAL TEACHING.

The farm affords considerable opportunity to follow the instruction recently given, that we should all spend more time in building up the physical man. Not only students, but teachers also, are this year giving this matter more careful attention. Each member of the faculty has his or her assigned physical work, one having charge of the lawn and its attendant florist work, another the carpentry, etc. The college management have this year so provided that a larger number than ever before are "working their way" through school, in whole or in part.

VEGETARIANISM.

Good health is a great blessing; and to preserve it, is one of the greatest of arts. Nothing can be more important than to become acquainted with those principles which give one a sound mind in a sound body. The college is, therefore, energetically and successfully teaching by both precept and example the value and the art of hygienic living. During its entire history, the Lord has signally blessed this feature of the work. In addition to the instruction given in general class and kitchen work, a special cooking-school is conducted by a competent and practical instructor.

PRACTISE BETTER THAN THEORY.

It is the aim of the faculty to enlist the talent of every student in actual work. To overcome the idea that the student is in school simply to prepare for

work, is the aim of every teacher. As an illustration of the plan, the matter of rhetorical and missionary work may be mentioned. These two lines are now combined, and are known simply as "College Exercises." No student is required to "speak a piece," in order to develop the oratorical gift, or to interest an audience. Practical work in history, Bible, science, mathematics, cooking, Christian work, canvassing, etc., are all brought in for a *living, present purpose*. This promises great good.

THE COLLEGE BAND.

The word of God makes very plain the fact that the worship of God in all ages has been most successfully maintained when music occupied a prominent place. Music, therefore, forms a special feature of our college work. Church music is given first place; and only music of a sacred nature is allowed in all exercises. In the chapel exercises, as is also the case with Sabbath-school and church worship, the worshipers are aided by the music of both wind and stringed instruments. A band of nearly fifteen pieces has also been organized.

A PERCEPTIBLE CHANGE

in the attitude of the world toward our school has taken place. Quite a large number are beginning to see the advantages of the educational system which the Lord has given his people, and are sending their children to our college. This is as it should be, and as the Lord has said it would be. "The Gentiles shall come to the brightness of thy rising." Our own people in this section are standing most nobly for the school also. The patronage enjoyed is made possible by the fact that even a small piece of land in the vicinity of the college may be made to support an ordinary family. Many have availed themselves of this opportunity of placing their children in school. The college has several pieces of property to sell at reasonable rates.

FINANCES.

At the close of the last fiscal year it was ascertained that the college had not only not run behind in its operating expenses, but had a small margin in addition. Considering all circumstances, this is more than simply encouraging; it is a matter for great thankfulness to God.

FUTURE PROSPECTS.

The future is bright, and with the great Teacher in charge, success must attend the work of Walla Walla College.

THE CORRESPONDENCE SCHOOL

is a department of the Walla Walla College, and is under the immediate supervision of the faculty. It was organized for the benefit of those who desire the advantages of systematic study, but cannot attend one of our schools. Thorough and systematic work is now being done by this department in Bible, history, science, and English language. Persons living in nearly every State of the Union, and even in other countries, are now receiving instruction in this new extension department of the school work.

Two grades of Bible work are offered. The first is book study, and consists of easy lessons in Genesis, Exodus, etc., designed for beginners, and for those who do not desire to take the more advanced work. The second is topical study, including such subjects as, The Love of God, Habit and Character Building, Importance of Intellectual Culture and Study, The Two Laws, The Two Priesthoods, The Two Covenants, etc. The work in these lines is so thorough that the mature mind finds in it much stimulus for new thought, and yet so simple that nearly any one can understand what is taught if he will devote earnest study to the lessons. Regularity and diligence are especially needful in correspondence study.

There are also two lines of history work,—one on the Two Babylons and one on the Eastern Question. The work in science consists of a course in physiology and Bible hygiene, physiological psychology, and elementary astronomy. The lessons in astronomy are especially adapted to the children and youth, so that they as well as older people can understand something of the wonderful works of God in the heavens. In English language the work comprises practical lessons in English grammar, composition work, and letter-writing.

Students are permitted to select their own lines of study and enter the school at any time. The tuition is fifty cents a month for each line chosen. One lesson in each line is sent to the student every week. These lessons contain directions for study, and questions to be answered by the student. The answers are carefully looked over by the teachers, and all necessary corrections made. This work is then returned with directions to the student, and thus he is brought each week in direct contact with his teacher. Any one desiring information in reference to this work should address the School of Correspondence, College Place, Wash.

E. J. HIBBARD.

[SPACE was reserved until the last moment for the two schools which follow. Two letters were sent urging the importance of sending in matter promptly, but for some reason unknown to us no returns have yet been received; we have therefore added a short description of each.

Later.—Returns have come from Mt. Vernon Academy, but too late for this number.—Ed.]

THE HEALDSBURG COLLEGE

is located in Healdsburg, Cal., and was chartered Oct. 2, 1882. The surroundings of the college are exceedingly attractive. The school home is situated three blocks north of the college building. An adjacent building is used for laundry, tent shop, carpenter shop, and printing-office. There is also a blacksmith shop, tank house, and large barn on the home lot. The building is well supplied with pure water and equipped with fire-escapes.

From the beginning, the main purpose of the management and instruction has been to develop stability of character, thoroughness of training, and a practical fitness for the duties of life.

MT. VERNON ACADEMY,

located in Mt. Vernon, O., was established in the spring of 1893. The building had formerly been used as a sanitarium, and is finely furnished and thoroughly ventilated. It is heated with both steam and hot air, and is supplied throughout with hot and cold water. The water is drawn from several springs of remarkable purity and softness.

The academy conducts a thorough course of study reaching well along into the work of most college courses. Moral and religious instruction is made prominent.

THE OAKWOOD INDUSTRIAL ACADEMY

is a school for colored students near Huntsville, Ala.

CLAREMONT UNION COLLEGE.

FOR five years a prosperous school has been conducted in South Africa. It started from the very first with a good attendance which has been maintained to the present time.

The school is situated in Kenilworth the prettiest suburb of Cape Town, seven miles from the center of the city, but connected by an electric tram and also a frequent suburban train service. It is one of the healthiest parts of South Africa, and abundantly supplied with pure water from the top of Table Mountain.

There are about twenty acres of land belonging to

the college, and each year increased efforts are being put forth to follow God's plan in having the students learn how to cultivate the soil. The barren condition of the land has been a great hindrance in the way of those who have had a desire to make prominent this part of our educational work; yet, when well fertilized, two crops can be raised each year.

A well-equipped carpenter shop is also being carried on in connection with the school, and most of the young men have availed themselves of the opportunity to gain a knowledge of that useful line of work. The ladies are taught dressmaking and cooking.

The college home accommodates about seventy-five students. All the school buildings are furnished with American school furniture which is by far more comfortable than the hard "forms," without backs, found in most of the colonial schools. For the past two years a strictly vegetarian diet has been followed in the home, with the most gratifying results, and sickness is almost an unknown thing.

The work done in the school begins with the kindergarten department and continues to "matriculation," or what might be called twelfth-grade work in the United States of America. Painting, drawing, and vocal and instrumental music, are also taught. The two nations, English and Dutch, are about equally represented in the school; and so some prominence is given to the teaching of the Dutch language.

Although comparatively so young a school, a goodly number of those who were its students are now active laborers in the Master's vineyard as canvassers, Bible workers, teachers, and medical missionary nurses; and some are preparing to go into that "darkest Africa," where the light of the gospel of the kingdom of Christ has never reached. And so we feel grateful to God that we can already see the fruits of his opening providence in planting a school in South Africa.

THE BEACONSFIELD SCHOOL.

At Beaconsfield, a suburb of Kimberley, we have at the present time a thriving church school with an attendance of nearly fifty. Although a Seventh-day Adventist denominational school, it is largely attended by students of other denominations, and many more would attend but are refused because of the limited accommodations for carrying on the work. The success of this school is due to the faithful work done by Mrs. Jessie Rogers, who has had charge for the past three years. The work done extends from the primary department to sixth-grade work.

HOMER R. SALISBURY.

SOUTH LANCASTER ACADEMY.

ANY institution which has a special mission in the world has sufficient reason for continued existence and growth. In just so far as it fulfils its mission it is a success. The founders and managers of an educational institution must have an ideal of its mission; and the plot of the campus, the plan of the buildings, the character and amount of the furnishings, the courses of instruction, and the number, character, and qualifications of the instructors, depend upon the nature of this conception.

"The aim of the managers of South Lancaster Academy is to make moral and religious influences prominent; and thoroughness of instruction, solidity of character, and usefulness in life are the principal objects of attainment. They design to have a school where the fear of God will prevail, where his holy word will be revered, and where his worship and service will be respected. The true Christian character is held before the students as the highest aim in life." It designs to send forth students capable of adapting themselves to persons in every station of life; and therefore it looks to the harmonious expansion of all the powers of the being, physical, mental, moral, and spiritual. Education is complete only when the individual is symmetrically developed in all these aspects of his nature.

BRIEF HISTORY.

Just how well the academy has thus far fulfilled her mission may be partially traced in her history, and that of her children. In fifteen years, she has grown from a small building containing one room, for the accommodation of fifteen or twenty students, to three large buildings, which would readily accommodate ten times that number. (A cut of the ladies' dormitory, erected in 1894-95 is given on another page.) The courses of study have been changed from time to time to meet the demands of her expanding mission. From year to year her facilities have become better and her accommodations more ample. The number of teachers has increased from two to fourteen, and the number of students has ranged from eighteen to nearly two hundred. Of those who have gone out from her maternal care, aside from a large number in the home field, thirty-three persons, either instructors or students, have gone as gospel workers or missionaries to other countries. Thus she has been represented in Canada, England, Ireland, Europe, Africa, South America, Australia, and in many of the islands of the sea.

HOME LIFE.

Nearly all the students who do not reside in South Lancaster, live in the academy homes, which are made as much like the real home as is consistent with the size of the family. It is the constant endeavor to cultivate habits of promptness, order, neatness, and true Christian courtesy. To this end, each one shares in the daily duties and responsibilities of the home. It is also found to be of value in sustaining the health and in developing the character, as it gives a change of exercise and induces habits of accuracy, self-reliance, unselfishness, and genuine respect and love for all kinds of labor.

The homes will readily accommodate one hundred and fifty students. On each floor there are teachers' rooms, which secure to the student the benefits of association with instructors.

COURSES OF INSTRUCTION.

The courses of instruction have been arranged with special reference to that development of the pupil which will enable him to meet the demands of the cause of God upon the earth. This necessitates making the word of God first, last, and best in everything. It therefore holds the most prominent position in all the courses, and in every department. There are three courses of instruction,—two Academic and one Elective. These have not been arranged with reference to entering college, as it is thought that in general they are of sufficient length and scope to give the needed preparation for true living. The Scientific and Classical courses are four and the Elective two, years in length. Bible, English, History, and Health Studies, characterize the Elective Course, with such instruction in public speaking and voice culture, canvassing and Christian Help work, as would be needful for those whose age, experience, or circumstances make it impracticable to pursue either of the other courses.

PRINCIPLES OF INSTRUCTION.

The instructors recognize the truthfulness of the statement: "A knowledge of God is the foundation of all true education." Thoroughness and accuracy characterize the work in all departments, and this is considered of value only in so far as it may be put into practice. The laws of science and of language and the philosophy of history are so taught as to reveal God in nature and providence as well as in the written word. The student is led to see not only

auses, but their effects; not only facts, but the meaning of the facts; not only natural laws, but the corresponding spiritual laws; not only principles, but the Author of the principles.

PREPARATORY DEPARTMENTS.

In addition to the regular course, there is a Preparatory Department of three years in length. This covers the ground usually embraced in the grammar schools, with the addition of Bible study in each year of the course, and one year of Latin. There are also Primary and Intermediate departments covering a period of six years' work, and leading up to the Preparatory Department. In the Primary Department, field excursions and the study of nature is a prominent feature during the fall and spring months. A part of the teaching in the Intermediate and Primary departments is done by student teachers.

AGRICULTURAL DEPARTMENT.

At the last meeting of the Board of Trustees it was decided to establish an Agricultural Department in connection with the academy to be placed under the supervision of an expert gardener. This is in harmony with the experience of the most progressive educators of to-day, which leads back to the original but true idea in education, that the daily combining of some hours of practical, physical training with mental culture is most conducive to physical, mental, and moral health; that energetic work, as well as hard study, is essential to a keen and healthful relish for a life of usefulness. The work in this department will be sufficient to render assistance to quite a large number of needy, worthy students. This work for the present year will be confined principally to the fall and spring months, as it will consist largely of farm and other outdoor labor. The study of agriculture has been introduced into the Scientific Course, in which the relation of plant to soil will receive careful attention.

EXPENSES.

For those who can pay cash, the expenses may be materially lowered by the purchase of a scholarship for one, two, or four years, at \$120, \$235, or \$400.

The prospects for attendance the coming year are excellent. Reports from teachers in the field, and letters received, indicate that there was never a greater interest manifested in our district on the subject of education. All are urged to enter as early possible.

J. H. HAUGHEY, *Principal.*

KEENE INDUSTRIAL ACADEMY.

THE Keene Industrial Academy was founded in January, 1894, at Keene, Johnson Co., Tex., six miles north of Cleburne, twenty-five miles south of Fort Worth, and fifty miles southwest of Dallas.

The site was selected in harmony with the following principles: "We should choose locations for our schools out from the cities, but yet not so far away that they cannot be in touch with them to do them good, where the eye will not rest continually upon the dwellings of men, but upon the works of God. Let the students be placed where nature can speak to the senses, and in her voice they may hear the voice of God. Let them be, where they can look upon his wondrous works, and through nature behold their Creator."

Keene is situated upon an elevated site in an oak grove, in the midst of the "cross timber" region, and in every direction as far as can be seen, the eye rests upon an undulating landscape of oak forest, relieved by cleared farms and the rolling prairie westward.

The climate is very mild in winter, and the almost constant "gulf breezes" make the summer weather much less oppressive than it is farther north. Indeed, there are but few days when a person from the North would experience any inconvenience, and the nights are cool and refreshing. During the school year, from November to June, there is perhaps no more delightful climate to be found.

As for healthfulness, the high location, the constant breezes, the rolling surface, insuring perfect drainage, the porous, sandy soil absorbing the rainfall, the Artesian well seven hundred and fifty feet deep, furnishing an ample supply of pure soft water, the abundance of fruit,—all these leave little more that nature could do to contribute to healthful conditions for human life.

The buildings of the school are three in number, and are located upon a campus of ten acres, shaded with native oaks. The academy hall is fifty by seventy-eight, and has three stories besides basement and attic. It has nine large recitation rooms, also library, office, and hat rooms, and a chapel with seating capacity for two hundred and fifty students. The home is thirty-two by sixty-four feet. It has a capacity for rooming and boarding sixty persons. The assembly hall is forty-four by forty-seven feet. The first floor furnishes an assembly room for the meeting of the school and church.

The object of the school is to train laborers for the ministry and for other branches of Christian work, and to provide daily employment for the students, not only for its influence upon their health and character, but also to enable them partly to pay their expenses.

The academy has about seventy-five acres of land under cultivation, and one hundred and twenty acres covered with oak timber. There are six hundred peach-trees, two hundred apple-trees, one hundred plum-trees, five thousand blackberry bushes, and seven hundred grape-vines now bearing. One thousand fruit-trees were set out the present season. The principal crops now growing are forty acres of broom-corn and thirty-five acres of cotton. It is expected that the broom-corn will be worked up in the Academy Broom Factory during the coming school year. The academy also owns the only store in the village. These lines of industry, together with the farm and garden, dairy, poultry, etc., will furnish profitable employment for many students. Other lines of industry will be added as soon as the work now in progress can be made sufficiently profitable.

The academy is designed to be a training-school for Christian workers in the Southern field especially. It has a Preparatory Course, Ministers' Course, and a Missionary Teachers' Course, of three years each; also a Christian Workers' Course and a Business Course of two years each. The expenses of those living in the home are ninety dollars per year of thirty-six weeks, if paid in advance, annually; or ninety-nine dollars when paid monthly. In addition, two hours' work each day is required of every pupil, as a part of his tuition and education. One hour's additional work per day is furnished to all who desire it, and payment in tuition is rendered to gentlemen at the rate of ten cents per hour. Still further work is furnished by the academy in special cases, upon application to the principal.

The religious interest of the past year has been good. Quite a number of genuine conversions have been the result, not of spasmodic revival efforts, but of the regular, quiet, continuous influence of the Spirit of God.

The outlook for the future is encouraging. There are many indications of a much larger attendance during the coming year. We hope and pray for a more abundant measure of the blessing of God to attend the work in our academy.

C. C. LEWIS, *Principal.*

ACADEMY NOTES.

The number of applications to enter the Keene Academy Home at the opening of the school, October 27, has reached sixty. This is twelve more than the home can accommodate. It has therefore been decided to partition off a number of rooms in Assembly Hall, formerly used for schoolrooms. These rooms, when finished, will furnish lodging for about twenty more students. If this is not enough, the school will finish more rooms on the fourth floor of the home building, and on the third floor of Academy Hall. We shall manage some way to accommodate all who come, but we would like to know during the next few weeks how many may be expecting to attend, so that we may be in readiness for them.

Elder R. M. Kilgore knew how to make our hearts glad the other day, when he gave to the school his fine, almost new, Densmore typewriter which cost a hundred dollars. We extend to him our warmest thanks, and we have more ready, just as warm, for any one who will present the school with a piano, an organ, a sewing-machine, or any other useful gift.

A train despatcher from Cleburne drove out from the city the other day to see if he could get a place for his son in the school. He wanted him to enter immediately, but we had to put him off until October 27. We were unable, however, to send back a young lady from a city in a distant State, and we have found a home for her in a private family until the school begins. These cases and other instances where people have wanted to place their children in the school during the summer, have led the managers to decide that next year they will hold a summer session, so that such parents can place their children in the school the entire year.

The tuition in the first seven grades of the school is to be free to residents of the district. The school will be held in the academy building, where three large rooms on the first floor are being fitted up for its reception. Professor H. E. Giddings and Mrs. Lida Moore will teach these grades. To those who know them, these names will insure an excellent school. It is hoped that by next year the public school money may be so supplemented by a tax on the district that the free school may include nine grades, reaching to the academy courses. This will make Keene a most desirable place for those who wish to educate their children.

GRAYSVILLE ACADEMY.

THIS school, located in a quiet valley of the mountains in almost the geographical center of the great South, is enjoying a little rest after closing a very busy and an exceedingly profitable year's work. Yet, while it is resting, as it were, it is by no means idle, for busy preparation is going on day after day, making ready for the large number of anxious students who are planning to be there at the opening of the new year, October 13.

GRATIFYING.

It is always a pleasure to look back upon work that has been profitably done; and the many expressions of satisfaction heard from those in attendance last year give courage to push on toward even greater results for the future. Time never seemed to fly so rapidly, lessons never seemed half so important, or students so anxious to prepare for the *real* in life as last year.

SPECIAL PRIVILEGES.

It was a happy thought, when early in the year, it was decided to hold a mid-week meeting for students and teachers. In order that every one might enjoy the privileges of this meeting, it was connected with the chapel period on every Wednesday morning. It was no ordinary sight to see an entire school in the very midst of a busy week of study, and at the busiest time of the day, quietly, yet anxiously lay aside every book and come together in the capacity of a social meeting. One prominent visitor while attending one of these mid-week meetings, said, with much emotion, that nowhere else below Mason and Dixon's line could such a sight as this be witnessed. The church privileges, too, that one may enjoy who is connected with this school, are most excellent. The large church building, with its seating capacity of about five hundred, including special rooms for Sabbath-school and missionary meetings, adds to the general comfort and convenience.

THE NEW PLAN.

The new plan of having one straightforward course of study, thorough and practical at every step of the way, has been received with much satisfaction by all the students. All the different departments of instruction are embodied in this course; the work of any given year is made complete in itself.

This plan has many advantages over the old system of having so many "special courses," which tend to confusion, and so often advertise more than they can

give. Under the new plan, any student who has done satisfactory work, may be granted, at the end of any given year, a suitable certificate or diploma indicating the amount and character of the work done. Thus the student is not compelled to take a number of studies that he feels he has no special use for, before he is permitted to "graduate."

INDUSTRIAL DEPARTMENT.

The idea of connecting manual labor of some kind with school work is receiving marked attention all over the country, both in public schools and in colleges. Teachers and students who have tried it, pronounce it a decided movement in the right direction. In many schools where industrial labor is employed, each student is required to perform a certain amount, and receives no recompense save the exercise he gains and the information he receives. Graysville Academy goes a step farther, having planned its work in such a manner that every hour's labor performed by the student is placed to his credit and goes toward defraying his expenses in school. Thus each one feels that he is not only receiving needed exercise and gaining useful knowledge, but that he is helping father and mother at home. Almost any one will do better work and take more interest in it if he feels that it is bringing him in something.

THE COMING YEAR.

There were several reasons why the school year should be opened in October instead of September as heretofore. It permits the students to remain at home until much of the fall work is over; it gives the canvassers an opportunity of making a later delivery, which is usually their best; students coming from the North can then take advantage of the *Southern excursion rates*, which is no small item of saving; finally, it places the opening of the school in the most delightful time of all the year, — neither too warm nor too cold, but just right.

PROSPECTS.

At present the prospects are bright for the attendance of a large number of earnest young men and women. There are numbers of intelligent young people both North and South who are anxiously looking forward to the coming year, and preparations are being made for the entertainment of all who come. If possible, all should plan to arrive on Tuesday, October 12.

W. T. BLAND, *Principal.*

THE AVONDALE SCHOOL FOR CHRISTIAN WORKERS.

THIS school is situated at Cooranbong, near Newcastle, New South Wales. It may be considered as the continuation of a similar school which was temporarily established some years ago in Melbourne. The need of land for farming purposes led to the selection of the present site. The new school was opened in April of this year with an attendance of sixty students. This number has probably been considerably increased since then.

The buildings already erected consist of two wings, which will eventually be connected by the central portion of the main building. The land owned by the school was originally covered with timber, a large portion of which is still standing and will furnish considerable labor for students. A small sawmill is operated by the school. The land already cleared is adapted to pasturage and general farming. Following the example of Mrs. E. G. White, who was one of the earliest promoters of this school, as of many others, much of the cleared ground has been set to fruit-trees of various kinds.

Although one of the youngest of our schools, and surrounded with many perplexing circumstances, this school promises to become one that shall most closely follow the true plan of Christian education. Having the privilege of the best counsel, and enjoying the enthusiastic support of its patrons, the Avondale school should be able to set a high example of usefulness and prosperity to its older sisters. We hope later to give a fuller account of its practical work, through the columns of the EDUCATOR.

THE FREDERIKSHAVN HIGH SCHOOL.

FREDERIKSHAVN is a fishers' town on the north coast of Denmark. It has a population of about five thousand, two railroads, and excellent connections by steamship with Norway and Sweden and the various points of Denmark. Our school is built on the outskirts of the town, about twelve minutes' walk from the post-office. It is surrounded by a garden with fruit-trees, and fronts the Cattedgat, lying only a few rods from the beach.

The accompanying cut gives one a fair idea of the building, which serves the double purpose of school and dormitory. The dining-room is in the basement. The large windows show the location of the chapel,

adjoining which are the recitation rooms. The building also furnishes accommodations for about sixty boarding students.

The school was opened in the fall of 1894, with a full attendance, and has been in operation since that time. It has already been the means of training some valuable workers. Scarcity of means on the part of parents prevents the school from enjoying as large a patronage as would be desirable; but every year it has had within its walls a goodly company of young people, and is doing for them a work, the value of which cannot be estimated.

The instruction has been practical from the start, and is being made more and more so every year. Dr. J. C. Ottosen gives frequent lectures on the proper care of the body in health and disease. A sanitarium nurse instructs the young ladies in cooking, healthful dress, etc. In the bath rooms connected with the school the students have ample opportunity to learn the principles of hygienic treatment. Gardening is carried on to some extent, and a few of the young men work at this. Other avenues for practical work will be opened up as opportunity offers.

The foundation of all the studies taken up is laid in the Bible. The courses include drills in canvassing, conducting Bible readings, speaking in public, etc. This part of the instruction is under the charge of the Bible instructor, Julius Christensen, who is also the principal of the school. C. C. Hansen is the business manager. An excellent opportunity is offered those who wish to gain a thorough knowledge of one of the Scandinavian languages, and at the same time fit themselves for work in the cause of God. With the present facilities for rapid and cheap transit, there seems to be no reason why some of our Scandinavian youth should not take a trip to the old country in order to perfect their education.

If any desire catalogues of the Frederikshavn school, they may be had by addressing the editor of this paper. For full information, however, it would be best to address the Frederikshavn High School, Frederikshavn, Denmark. It should be understood that the school, while located in Denmark, has a Swedish department, and able instructors in that language.

M. E. OLSEN.

IN addition to the literary colleges and preparatory schools already noticed, there are a number which are more properly included under the general title on the following page.

OUR MISSIONARY SCHOOLS.

THE AMERICAN MEDICAL MISSIONARY COLLEGE.

THIS school was incorporated July 3, 1895, under the laws of the State of Illinois, and its principal instruction rooms are at Nos. 2 and 4, and 26 and 28 College Place, Chicago. Its main objects may be stated as follows:—

1. To give the student a thorough scientific medical education, not inferior to that which may be received at the best medical colleges of this country, and at the same time to give such direction to his studies as will especially prepare him for medical missionary work, particular attention being given, in therapeutics, to practical training in the use of massage, electricity, hydrotherapy, and other natural and physiological measures, a thorough knowledge of which is of the highest importance to the missionary physician.

2. To give the student, in connection with an extended and thorough medical course, such a course of Biblical and missionary study as will furnish him the double qualification required in the capacity of a missionary physician.

3. To give the student such opportunities for obtaining a practical experience, not only in medical work, but also in methods of utilizing medical knowledge and skill in missionary enterprises, as will fit him to enter at once upon active usefulness in the medical missionary field, if called upon to do so.

No students are received except those who have dedicated their lives to medical missionary work, and are under the supervision of some properly constituted missionary board. The institution, although Christian, is not sectarian, but is intensely evangelical. Sectarian doctrines are not included in its curriculum, and the benefits of its work are not confined within denominational lines.

Through the generous co-operation of the managers of the Battle Creek Sanitarium, the students are given an opportunity to acquire a practical knowledge of the various branches of physiological medicine while pursuing their course, thus becoming practically familiar with the application of Swedish movements, massage, the various departments of physical culture, and general and surgical nursing. Opportunities are also given students to become thoroughly acquainted with the methods of laboratory research by practical expe-

rience in connection with the Laboratory of Hygiene of the Battle Creek Sanitarium.

Unequaled opportunity for clinical instruction is afforded by the opportunity given students to act as surgical assistants at the Battle Creek Sanitarium during their course of instruction, and to do practical work in various medical lines in connection with the several dispensaries maintained by the Medical Missionary and Benevolent Association in Chicago. The outdoor department of the dispensary work in Chicago affords unlimited opportunity for practical experience in these lines.

Only a limited number of students are received each year, so that classes are no larger than will admit of the individual instruction necessary to secure the most thorough and efficient training.

A committee of the faculty authorized to make preliminary examination, will meet candidates for admission on Nov. 1 and 2, 1897; they will also at the same time meet those who desire to take up the second year's work, but who were conditioned in literary work at the beginning of the first year.

All students applying for admission to the American Medical Missionary College must be received as acceptable candidates by the board before they can present themselves to the faculty for examination.

The literary requirements for admission and the details of the various courses of instruction are fully explained in the third annual announcement, which can be had on application to the secretary or to the president.

J. H. KELLOGG, M. D.

THE HASKELL HOME.

THE establishment of this praiseworthy institution for the care and training of destitute and orphan children, in its present extended facilities, was made possible by the generosity of Mrs. C. E. Haskell, of Chicago. Her gift of means for the erection of the building was conditioned only on the requirement that it should stand as a memorial of her deceased husband, and that its work should be conducted in broad and liberal lines and its benefits not confined within sectarian limits.

The Home is located in the suburbs of Battle Creek, Mich., and is under the direction of the International Medical Missionary and Benevolent Association. It

has no endowment, and is supported entirely by voluntary contributions. Since its dedication in January, 1894, it has already sheltered and trained several hundred children, and its present family numbers one hundred and eleven besides the teachers and caretakers.

These children are divided into eight sub-families, with a "father" for the larger boys, and "mothers" for the girls and smaller children. Each sub-family is furnished with a suite of rooms consisting of a sitting-room, dormitory, mother's room, and clothes-room. In the general dining-room each of these "families" has its own table and chairs, which are arranged according to the size of the children. The life and training of a small family is carried out in all the work, thus avoiding many of the incidental evils that frequently develop in large companies of young children, and older ones, too.

The institution is not intended to be simply a transient shelter for homeless children, but, instead, a home school in which the children are given a training and an education to fit them for life. The several schoolrooms provided in the building are presided over by teachers familiar with the most approved methods of primary instruction, who engage in training these young minds with great earnestness and enthusiasm. In addition to the four or five hours thus spent in the schoolroom, each child old enough to do so spends several hours in daily manual labor on the farm, in the garden, or in the various branches of domestic work. Even those still in the nursery find something which they can do to "help," under the guiding hand of a patient "mother." Systematic instruction is also given in sewing, sloyd, and other branches of manual training; and arrangements are being perfected for instruction in various trades. One of the most recent developments in this line is a printing department, in which the older children do the composition on the *Haskell Home Appeal*, a small quarterly devoted to the interests of the Home.

Connected with the Home is a training-school for missionary mothers, which is accomplishing a most excellent work. The institution is affiliated with the Battle Creek Sanitarium and the James White Memorial Home for dependent aged persons. These are all conducted on a purely philanthropic basis.

THE PLUMSTEAD ORPHANS' HOME,

in Cape Town, South Africa, is conducted on the same general lines already described. It was founded upon the proceeds of a portion of the Timour Hall estate of

Mrs. J. J. Wessels, and the generosity of Mr. Fred Reed. The school and home are under the direction of the South African Medical Missionary and Benevolent Association.

Conducted on similar lines is the Perlen Home, in Perlen, Switzerland. It has three teachers, besides the "house-father" and "house-mother."

THE CALIFORNIA ORPHANS' HOME,

at Oakland, Cal., was established early in 1896. Since the beginning of its work, some sixty children have been under its care and direction. Permanent homes have been found for thirty children, and liberal donations of clothing, food, bedding, and furniture have been received from churches, Sabbath-schools, Christian Help bands, and individuals. Substantial help and encouragement has also been received from the business men of Oakland, who are interested in this philanthropic educational work.

Many smaller homes and church schools have been established in various other places whose work has not yet attracted prominent attention. In all, the blessing of God has uniformly attended the effort to train and educate "these little ones" into a useful manhood and womanhood.

THE STEELE HOME. ✓

The Steele Home for needy children is a philanthropic institution for the shelter and training of poor white and colored children. It was founded at Chattanooga, Tenn., in 1884, with no assurance of support from any source but the care of God for the fatherless, the means furnished from the earnings of the founder, and the gifts of benevolent friends.

In 1880 the writer resigned her position as teacher in her native town of Chelsea, Mass., in order to undertake a school mission in South Carolina for the Woman's Home Missionary Association of Boston. The prevalence of prejudice against Northern workers however, made the undertaking impracticable, and she was directed to Chattanooga as a missionary worker. She became interested in the care of colored orphans for whom the city and State had as yet made no provision; and being unable to secure assistance for this purpose from the American Missionary Association, she resolved to found a home on her own resources of faith and prosperity.

The first home was planned for twenty children. This was soon filled, and personal friends contribu-

to erect two more buildings, which were also rapidly filled. In November, 1885, a fire destroyed the three buildings, fifty-four children and seven helpers narrowly escaping death. An old school building was immediately offered for their use until a new home should be found.

Through the kind assistance of two well-known business men of Chattanooga, more than \$6,000 was secured for this purpose, and the contributions of other friends, with the \$2,500 insurance on the old buildings, enabled us to erect a substantial brick building.

During its history the Home has received, clothed, fed, educated, nursed, trained, and cared for five hundred and sixty-one needy children and young people. Its purpose is to give a practical Christian education, training up to useful manhood and womanhood all who may be sent to be helped by the sympathy and support of those "whose hearts God has touched" with love for the unfortunate.

The county court of Chattanooga pays thirteen cents a day for each of its children in the Home who are under ten years of age. Three fourths of the inmates, however, are from other counties and States, or are more than ten years old. For the support of these the school depends directly upon the providence

God. No church, society, or individual is in any way pledged to its support. By drawing upon her personal estate, the writer has so far been able to keep the school out of debt. The thirteenth annual report of the institution shows that it has received in contributions from personal friends a total of \$30,533.73.

Out of the work of this Home school has grown another home in Atlanta, Ga., one in Deer Park, Md., fifteen schools in South Carolina, and three in Alabama. To carry on this work in every needy district, we plead for the assistance of consecrated, persevering men and women who are glad to deny themselves the luxuries which the world enjoys, for the sake of enjoying the blessed privilege of uplifting the lowest, most neglected, and most degraded people of our land—the "poor whites" and the poor blacks.

MRS. A. S. STEELE.

THE ISLAND SCHOOLS.

In addition to the foregoing schools there are a number that have been established in recent years in various islands. Since the publication of this paper began we have received no direct report from these,

and so can do little more than to indicate their location and general condition. We hope soon to have full reports that will be very interesting and encouraging to all who are laboring for the furtherance of the gospel in "the islands of the sea."

THE BONACCA ISLANDS.

July 4, 1894, under the leadership of Elder F. J. Hutchins and a small company of assistants, a Christian school was established in Bonacca, one of the Bay Islands located in the Bay of Honduras. One year later the first anniversary of its founding was celebrated with a program expressive of gratitude to God for his support and guidance, rendered on a rostrum over which hung "the Stars and Stripes." The school at that time numbered about forty students. Its work has since been greatly prospered, and all are of good courage for the future.

THE PITCAIRN SCHOOL.

For several years a school similar in character to the others described has been conducted on Pitcairn Island in the South Pacific Ocean. It was inaugurated under the direction of Miss Hattie Andre, a graduate of Battle Creek College, who is now teaching in the Oakwood Industrial School near Huntsville, Ala. She was assisted by Miss Rosa Young, a native daughter of the island. Within the last two years two dormitories have been built for the boys and girls, in order that they may board and live together, thus getting a training not to be had in their native homes. The school is now under the charge of Professor and Mrs. J. C. Whatley. We hope later to give some detailed account of the school work and of the early history and evangelization of this interesting island.

THE HONOLULU SCHOOL.

In the spring of 1897, Professor and Mrs. W. E. Howell with Mrs. S. B. Kinner were released from Healdsburg (Cal.) College to establish a Christian school at Honolulu, on the island of Hawaii. This school was founded to meet the needs of the children of a number of wealthy Chinese merchants, and is devoted entirely to the instruction of Chinese students. More than fifty are already in attendance, a number boarding and living in the school home. A branch school has been established on a neighboring island. All are of good courage, and the school promises to become an open door to a similar work in China.

OTHER SCHOOLS.

A few other schools deserve passing mention. A school for German missionary workers is conducted in Hamburg, Germany, under the direction of Professor H. F. Shuberth. An English school is taught at Kingston, Jamaica, by Mrs. A. J. Haysmer, and one in Papeete, on the island of Tahiti, by Elder B. F. Cady and wife. Another school for boys, in charge of Elder D. A. Robinson, is carried on in Calcutta, India, in connection with the sanitarium recently established there.

Elder J. E. White with his assistants is also conducting a school for colored children in Vicksburg, Miss., in connection with his river mission work on the steamer "Morning Star." This school has received the warmest commendation from the city educators on the good discipline maintained and the rapid progress of the pupils in their studies.

One of the youngest and most interesting schools of this class has been recently inaugurated in Tokio, Japan, by Professor W. C. Grainger, a former president of Healdsburg College. He is assisted by T. H. Okahira, a Japanese student who was associated with him at Healdsburg and afterward in the Anglo-Japanese Mission School in San Francisco. The new school is practically a continuation of the one last mentioned, and experience is proving that educational mission work for the Japanese can be done best in their own country.

THE BATTLE CREEK CHURCH SCHOOL.

THE Seventh-day Adventists of Battle Creek have, for about twenty-five years, had a school in which their children could be educated according to their religious ideas. This school was first started with Professor G. H. Bell as teacher, and was merged into the Battle Creek College when that institution was organized. However, during the years since the College was organized and the church school lost its distinctive identity, the church has taken a good degree of interest in properly placing before its members the necessity of sending their children to this school where the Bible was taught and where the general influence was strongly religious. The work of the church has not stopped here, but it has provided means by which many children whose parents were unable, financially, to send them, could also attend the school. Up to this time, the work of the church school has been embraced within the nine grades of what has been

called the Preparatory Department of Battle Creek College.

This year, however, the College has asked the church to take the whole management of all grades up to the sixth, and thus relieve it from any responsibility whatever in connection with this work. The principal reason for this action is the crowded condition of the College building, more room being needed by the Medical Missionary College this year than heretofore, and the anticipation of a larger number of students in the higher grades of the College courses. This church has thus been called upon to solve, or assist in solving, this problem of church schools, which is at the present time arresting the thoughtful attention of our people in all localities where such schools might be carried on.

The school opened this year with about ninety children, and this number has now been increased to about one hundred. The managers are endeavoring to give the sloyd work a different character from that which has heretofore been given it. It is believed that this work should be made practical, and thus to some extent remunerative. It has in the past been simply educational; that is, the pupils did not generally make the same object twice; but each object was succeeded by one more difficult than the preceding, yet involving many of the principles of the preceding ones. Many of these objects—baskets, boxes, etc.—are salable, and it has been thought that if the pupils should make them several times in succession, they could acquire a dexterity which would make their work marketable, at least to a reasonable degree.

While the sloyd work is open to all pupils, this industrial feature is extended only to those who cannot attend the school without financial aid from the church. In the past, the church has raised money for this class of students, and sent as many of them to the school as this money would permit, generally expecting no material return for the amounts thus expended. This year, however, while the money necessary to send those needing financial assistance is raised by subscription as heretofore, it is expected that all the pupils receiving this assistance shall return as much as possible to the fund by means of this industrial work. Next spring an effort will probably be made in the direction of gardening.

The Church School Board, consisting of seven members, elected by the church, spent much time in the consideration of this question before it was presented to the church. The church believes it

to be a movement in the right direction. If we wish to have practical young men and women leave our higher schools and colleges, the best way to secure this is to make *all* educative efforts practical from the time the child first enters school. We are trusting that the beginning which has been made in introducing this industrial feature into our work, and which we must now confine to those needing financial assistance, may soon be extended so that every pupil who wishes may do work which will not only assist him in attending the school, but will tend directly to teach him the great lesson of industry and helpfulness.

It is becoming clear that the first work of the church is to care for the children and young of its fold. The church, as well as parents, has an imperative duty in this direction. Its own missionary work begins at home. "The work which lies next to our church-members is to become interested in our youth." If this be true, the church may well regard its schools as useful factors in this first and most important missionary field; and before prayers, money, and personal effort spent in foreign lands can be most effective, some work must be done at home; thus every child may have the advantages of our schools.

Attle Creek College is now making a special effort in the education of teachers to enter our churches and mission fields. These student-teachers are to have the opportunity to become thoroughly acquainted with the methods and principles upon which the church school is conducted; as they are to be connected with its work, and also with the work of the cottage schools which are under the same management. These "Cottage Schools" are to provide for a class of children under eight or ten years of age whose parents are so situated that they cannot well care for the instruction of their children. They are made necessary because the church school does not wish to receive children under this age,—in accordance with the principle that "parents should be the only teachers of their children until they reach the age of eight or ten years." The instruction in these schools will correspond as nearly as possible to that which should be given in the homes, consisting of nature studies, connected with stories and lessons from the Bible and from other writings which teach truths that are in agreement with the Bible.

We believe that this church school work should be general among our people, and we shall be glad to aid in any way possible to make it such.

FREDERICK GRIGGS.

OUR CONTRIBUTORS

WHY SHOULD OUR YOUTH ATTEND OUR OWN SCHOOLS?

THE above question is one of more than common concern, since it involves a matter of twofold interest: a present and an eternal one.

It has been said that "in the community where one lives often lies the secret of his power and greatness." There is much truth in the above statement; for association and surrounding conditions and influences have much to do with what one is and does; but whatever may be said of the influence of communities upon the actions of its individual members, it must be admitted that much more is true of the influence of school life upon the student.

In recognition of this principle, "the education of a young prince or princess, in a royal government, is regarded as a very important matter, affecting, as it must, the welfare of nations. The selection of a proper tutor for such an heir to the throne always excites a deep interest and solicitude throughout the kingdom or empire." But we are a nation chosen to be heirs of salvation, with the children that God has given us. The proper training of these children for the present life and the one to come, is of far more concern than that of any earthly prince. Members of the royal family would not for a moment entertain the idea that it would be a proper thing to allow an heir to the throne to be educated under influences which would lead him to be disloyal to the government of his fathers. Much less can Christian parents permit their children to be trained in schools where the fear of God is not first in every study.

The great danger to which all are exposed who do not have the privilege of something better than worldly schools is seen in the following statement: "If we do not have schools for our youth, they will attend other seminaries and colleges, and will be exposed to infidel sentiments, cavilings, and questions concerning the inspiration of the Bible." In harmony with this idea, schools have been established among us where the Bible is made the leading textbook. Thoughts of God are continually associated with the events of daily life. Evidences of his mighty power and love in delivering his people in the

past, his presence with his people now, and his promises for the future, are often recounted by both teacher and student.

The fact that the Lord commanded such schools is sufficient reason for a hearty support from every believer in the closing gospel message. As the days go by, the importance of sending the young to these schools must become more and more apparent; for Satan has come down with great wrath, and his efforts will not lessen, but as we near the close, he will redouble his energy to use every instrument possible to accomplish his purpose.

"It is a terrible fact, and one which should make the hearts of parents tremble, that the colleges to which the youth of our day are sent for the cultivation of their minds, endanger their morals. As innocent youth, when placed with hardened criminals, learn lessons of crime they never before dreamed of, so pure minded young people, through association with college companions of corrupt habits, lose their purity of character, and become vicious and debased. Parents should awake to their responsibilities, and understand what they are doing in sending their children from home to colleges where they can expect nothing else but that they will become demoralized."

The education which the world gives may be very thorough in its line, and one educated in this way may be regarded in the light of the world as being very wise; but the only education which is valuable to the one who would be wise in the light in which God views wisdom, is that acquired in the schools of Christ. Our young people may receive a training in the schools of the world at far less financial expense, in many instances, but in a majority of cases it will prove to be at the expense of spiritual growth and Christianity.

Before proceeding further into this subject, let us stop and consider the following questions which have a direct bearing upon the subject under consideration:—

1. What is the purpose of educating your children? Do you want them to prepare for worldly honor, power, and influence? If this is your object, do not send them to our denominational schools; for they were not established to give such training.

2. Do you have in mind a course of study for your children which will develop in them Christian character, fitting them for usefulness and success in this life, and the eternal kingdom? Do you want your young people to return to you full of courage in God, and fully consecrated to the work of the message? If this is your purpose, then send them to our

schools where the truths of God are made the leading study.

It is just as reasonable to send a boy to a farmer to learn carpentering as to send children to other schools to prepare them to be workers in the last message. It is just as true in school work as in other relations of life, that "by beholding we become changed;" and it should be no wonder to any parent who sends his children to a school where the fear of God is not made first, if the children return full of skepticism, doubt, and infidelity. No matter how little may be said on the subject, unless there is a decided influence in favor of God and truth, there will be a wrong education; for Satan will work wherever he finds opportunity, and unless a continual religious influence predominates in the schoolroom, he will succeed in bending minds to unite in rebellion against God.

The advantages of moral training are not the only reasons why our schools should be patronized; for inseparably connected with them are lines of work designed to give a well-balanced physical and mental development as well. Habits of economy and self-reliance are developed, so that when the student goes out to meet the sterner realities of life, he is able not only to give to the perishing ones around him a theory of the plan of salvation, but as a practical Christian "may be able to maintain a respectable, honest, virtuous, and useful standing in society against the demoralizing influences of these last days of corruption."

Life and death, success and failure, are before our children. To-day we may choose for them, or at least be a strong factor in leading them to a right choice.

God calls upon parents so to direct and plan for the education of the children entrusted to them that when the redeemed are assembled before the throne they may say to the Judge of all the earth: "Behold, I and the children which God hath given me."

N. W. KAUBLE.

If you lower the standard in order to secure popularity and an increase of numbers, and then make this increase a cause of rejoicing, you show great blindness. If numbers were evidence of success, Satan might claim the pre-eminence; for, in this world, his followers are largely in the majority. It is the degree of moral power pervading the college, that is a test of its prosperity.—E. G. W.

ANCIENT EDUCATION.

At different times in history men have arisen, who have laid hold of God's methods to the rejection of what was false, and have introduced reforms in education, but these have been the exception. As a rule, ancient nations have done homage to the false system by closely adopting its plans and methods, and modern nations have followed closely in their track. Briefly, then, let us notice education as it was among some of these ancient peoples.

The Egyptians had their schools of wisdom, and so famous were they, that even the Greeks sent their philosophers and law-givers thither to complete their studies. Arts, science, laws, and religion were zealously taught; text-books were numerous; and the courses of study covered a broad range of subjects. Of these schools, the temple university in the city of On may answer as a representative.

To serve our purpose better, we will imagine ourselves visitors at that institution. However, in the real undertaking we would have found some difficulties, for farmers, mechanics, day laborers, and their sons, and w. men, were not admitted within its walls. Entering a court, we pass thence into a large hall. Beauty and art meet the eye at every turn. The roof of the building is supported by four rows of immense pillars, with lotus-formed capitals. The ceiling is adorned with thousands of golden stars, and everywhere the wall and pillars are covered with many-colored paintings. Soft music comes to the ear, and sweet incense seems to fill the air. Moving about with noiseless tread are the instructors, white robed priests, austere and dignified, and about them an air of mystery. Opening out of this hall are the recitation rooms. Entering one, we find a class studying a poem written by one of their nation. Listen:—

“O Nile, hymns are sung to thee on the harp :
Offerings are made to thee ; oxen are slain to thee,
Great festivals are kept for thee ; fowls are sacrificed to
thee ;
Incense ascends into heaven :
Mortals, extol him ! and ye cycle of gods,
Shine forth ! Shine forth ! O Nile, shine forth !

With much enthusiasm the teacher impresses upon the pupils the great beauty of the production, and the value of the truths it sets forth.

Passing on to another room, we find astronomy the subject under consideration, and we are told that several weeks have been spent studying the paths of the sun, moon, and planets in their orbits around the earth.

Next the theological students are visited. They are in the great hall of worship. Far down the aisle we see them offering incense, pouring out libations, and chanting hymns. At our approach, the priest lifts a gorgeous curtain, and their divinity is presented to view,—a deified beast, the sacred calf, Mnevis.

This, then, was Egyptian education, Egyptian culture ; and these scenes indicate the underlying principles upon which it was founded.

The Greeks in their best days were not behind the Egyptians in education. Their system, however, differed from that of the older nations. Indeed, their systems were several, and differed from one another. The Spartans educated chiefly for war, that they might have trained men for the battle-field. Every child was the property of the state, and its first examination before a body of judges was to ascertain if it came up to a certain physical standard. If not, it was put to death. In their schools the discipline was severe, the food coarse and scanty. Youth were taught to add to their meager allowance by theft, and if detected in the act, were punished for lack of skill. The child was taught to defend himself and his country. His mind and character, as well as his body, were trained for the one purpose of war. For the end sought, it was indeed a complete training.

The Athenians gave instruction for another purpose. Theirs was the development of beauty, not power. The useful and the moral were made secondary to the esthetic. The result was beauty of form as seen in their architecture, and beauty of expression as shown in their written language and in their sculpture ; all of which the modern world so greatly admires. Their skill cannot be denied ; but purity of soul and righteous thinking were wanting. The Greek, like his gods, was stained with base passions. Athenian education also was only for a special class. Freemen alone were allowed the benefits of the schools, and they constituted only one fifth of the population.

E. B. MILLER.

HE that knows not, and knows not that he knows not, is a fool ; shun him.

He that knows not, and knows that he knows not, is simple ; teach him.

He that knows, and knows not that he knows, is asleep ; wake him.

He that knows, and knows that he knows, is wise ; follow him. — *Arabian Proverb.*



Physical EDUCATION

TEACHING GOD IN THE BODY.

WHEN we see a house in a more or less neglected condition, the lawn illy cared for, and a general appearance of shiftlessness about everything connected with the place, we naturally draw unfavorable conclusions in regard to the one who dwells there.

But there are other houses on earth in which God dwells,—in which he actually lives and moves, and their very existence depends upon him. Does not the condition in which we keep our bodies speak as loudly for or against him who dwells in us as does the condition of the buildings and grounds speak for or against their owner? We are epistles “known and read of all men.” God is to be glorified in body as well as in spirit. Is it not amazing that the schools of to-day, even the best, have so largely sought to instruct the student how he might glorify God spiritually and intellectually, while entirely overlooking that which is of equal importance, the physical glorification of God.

This truth can never become a part of the student until the Spirit of God writes upon his very heart the fact that God tabernacles in these very bodies of ours; that every manifestation of life in us is the result of the work of God's Spirit; that each breath we draw is God breathing into us as he did into Adam the first time. If we were to trace each breath from the time it enters the mouth, in passing through the delicate membrane in the lungs, into the blood, becoming a part of the solid tissues of the body being broken down again, coming back into the blood, returning again through the lungs more or less laden with poison, we would see that at each step there are miracles taking place, which can only be accounted for as the work of God. Adam was as dependent upon God for the second breath as he was for the first. “He giveth breath to all,” moment by moment, and not as a result of an original arrangement. Every impulse traveling over each thrilling nerve at the rate of one hundred feet a second is God at work. What prompts each cell in the stomach to pour out gastric juice, and the liver

cells to pour our bile, and the salivary glands to produce saliva at the proper time? What reminds the heart, after it has paused a moment, to begin again? It is the Spirit of God which whispers to each living cell.

When in his daily lessons the student connects God continually with everything in his body, he will appreciate that it is indeed the temple of God. Just as when we see a flash of lightning, we cannot help thinking of the thunder, so when the student thinks of any work of the human body, he will have thoughts of God; “What God hath joined together let no man put asunder.” If God has the opportunity to unite with the things he is doing in this way, no man can put him and them asunder. The two are wedded together in the student's mind; and so with everything that pertains to the body.

Eating food is a divine manifestation. God's energy is locked up in every kernel of corn, in every particle of food; and as we eat it, we receive strength; but the strength comes from God. Proper cooking breaks the seals that surround this strength, and allows us to make use of it. Improper cooking locks it up, and makes it more impossible for the human body to secure it. That which was ordained for life, becomes death to us. If, from the earliest years, a child could look upon cooking from that standpoint, it would seem a sacred work to him, as it is, and thoughts of God and his love would go through it all. As he eats the food, it would be with a spirit of thankfulness, recognizing in a higher sense that he is being fed from God.

In physical education it is not sufficient to find texts of Scripture as a basis for taking it up, for, “The letter killeth, but the spirit giveth life.” It is the parts of the body and the spirit of the gospel which must be interwoven throughout the whole fabric of education. The Bible must be not only the web on which all rests, but also the groundwork which gives the proper setting to every color. It must be the subject-matter which runs through all the language of instruction. Then, and not until then, will the study of the human body and its functions, and how to care for it, stand out in beauty and importance. When the students thus study man, the masterpiece of God's creative works, they will be led to exclaim, “I will praise thee; for I am fearfully and wonderfully made.”

DAVID PAULSON, M. D.

RECKLESSNESS in regard to bodily health tends to recklessness in morals.

PARENT AND TEACHER

NATURE STUDY AT HOME.

It is one of the fundamental principles of Christian education that the divine models are to be studied before the human. In nature about us these perfect models and patterns are found in abundance. The child should study God's other works before he studies himself. Not only should he study God's works, but study them in the order in which they were made; and thus he will be led to see that God made each thing as it was needed, and therefore nothing is useless. He will see that all things are so closely related that one being absent, the rest suffer.

The edifice of creation should be erected brick by brick, beginning where God began and stopping where he ended. Now it will be plainly seen that the first chapter of Genesis furnishes the parent and teacher just the material needed to lay a sure foundation on which he may build for time and eternity. Each step of creation on each of the first six days will be studied separately, and then compared with that which preceded it.

The earthly things are only symbols of the heavenly; so then, as the earthly is studied and becomes known to the children, the parent will not cease his work until the child can see the heavenly truth which is symbolized by the thing he has been studying. The things that God has made reflect his character; if the parent wishes his child to have God's character, he will study God's creation as a means to that end.

In the simplest manner possible bring the child's mind back to "the beginning" of things. Teach him that there must have been a time when the birds and flowers and trees did not exist, and raise in his mind queries as to how the present state of things came about; but let the word of God answer all these questions. If the child can read, have him turn to the Scriptures and read it for himself. He should be taught to answer in the language of the Scripture as far as possible, so that in after years he may be able to give a reason for what he has been taught.

The child's mind is full of faith, and should early be impressed with the sacredness and truthfulness of the Scriptures. If this is done faithfully and prayer-

fully for a few years during the first part of the child's life, parents will not in later years be grieving that their children have no confidence in God's word and are full of skeptical and atheistic ideas. "Train up a child in the way he should go: and when he is old, he will not depart from it."

Some parents may say they have no time to devote to this work. But how can that be made an excuse, when the salvation of their children is in jeopardy if they neglect it. Devote some time each day if possible, if not, each week, to the study of the wonderful works of God. David, as he beheld God in his works, exclaimed, "O Lord, how manifold are thy works! in wisdom hast thou made them all." By the study of true science, the soul, even of the child, is drawn out toward God. And if the mind is thus occupied and filled with thoughts concerning God's creation, there will be far less opportunity for Satan to engage the child in his unholy work.

Shall not parents take up this work *now* and redeem the time? and then shall be fulfilled the words of the prophet: "And he shall turn the heart of the fathers to the children, and the heart of the children to their fathers, lest I come and smite the earth with a curse."

Union College.

M. E. CADY.

God has linked old and young together by the law of mutual dependence. The educator of youth will do well to remember that with all his advantages of age, education, and experience, he is not yet a perfect overcomer; he is himself erring, and makes many failures. As Christ deals with him, he should endeavor to deal with the youth under his care, who have had fewer advantages, and less favorable surroundings than he himself has enjoyed. By precept and example, teachers should represent Christ in the education and training of youth; and in the day of judgment they will not be put to shame by meeting their students, and the history of their management of them.— C. E.

THE elements of character that make a man successful and honored among men,— the irrepressible desire for some greater good, the indomitable will, the strenuous exertion, the untiring perseverance,— are not to be crushed out.— C. E.

HAVE your chapel hymn and scripture reading indicated in a set place on the blackboard. Avoid unnecessary oral announcements.

EARLY EDUCATION

HOME SCHOOL LESSON.—NO. 2.

God Lord Jesus	Created	Heaven, Earth, Light, Waters;
		Grass, Herb, Tree.
		Greater Light—Sun;
		Lesser Light—Moon, Stars;
		Fowls, Whales, Cattle;
		Creeping Things;
		Man—Adam; Woman—Eve.

BLACKBOARD WORK.

This lesson may look formidable as a No. 2 exercise for small beginners; but remember that the child will learn even a long word more readily than he will a letter, because the word conveys an idea which will fasten it in the mind, while the letter does not.

Do not "pass him" on any word until he can tell it at sight anywhere, can count and name its parts (the letters) in their correct order (which is spelling), tell its meaning, and make a sentence in which it is correctly used.

To begin, clean the blackboard, place the first new word on it, and proceed to teach as illustrated in Lesson No. 1, until the child knows it; then prefix the words which occurred in No. 1 in the order given above. He will recognize his old friends, and after a little study will connect them with the new one so as to get the thought. Use a pointer in such a way that each child reads off a complete sentence.

In teaching, be sure to make as clear as possible the shades of meaning between synonymous words; for instance, the difference between *creating* and *making*. Use some familiar domestic process as an illustration; such as bread-making. Take the empty bread pan, and say:—

"Now I will show you what the new word means. If I get any bread out of this pan, what must I do?"

Some child will answer, "Put some flour, water, and yeast in, and mix it together, and bake it."

"But what if I have n't any flour?"

"Buy it at the grocery."

"But what if they haven't any at the grocery?"

Some child will think far enough to say, "The miller will have it."

"But how does he get it?"

"He makes it out of wheat."

"Where does he get the wheat?"

"Buys it of the farmer."

"Where does the farmer get it?"

"Out of the field—it grew."

"How did it grow?"

"God made it."

"What out of?"

"The seed was planted, and it grew."

"Suppose there had been no seed, and the farmer had said, 'Let there be wheat,' and it had grown right up out of the ground; would that have been just the same?"

Even the small children will see a difference.

"If I should speak into this empty pan, and say, 'Let there be bread,' and a nice brown loaf should rise right up out of nothing, all baked, ready to eat, would that be like *making* bread?—No; that would be *creating*, because there was nothing to begin with but a *word* and the *power to speak it*,—a great, strong, mighty word, which is too much for any angel or man to speak. The farmer can *make* a harvest of wheat by working with God, using the seed, the earth, the sun, the rain, the cultivation; but no one but God and Jesus can *create* the little kernel. We can make bread by working with God, and using the right things in the right way (1 Cor. 3:9); but God could do it out of nothing, by a word, if he chose.

"By that Word he made all things that were ever made. [John 1:1-3.] He made that Word into the flesh of a man, and called it Jesus. His words became trees, grass, flowers, birds, and everything good and beautiful. [Read Isa. 55:8-11, and explain.]

"A word, even that of a child, is a wonderful thing. God has so fixed things in this world that our words can change, and hurt, and destroy, or make more beautiful, the things which he has created by the words of his own mouth. So let us all be very careful what we say."¹

NOTE OF EXPLANATION.—I would like it to be understood that the lessons which I am giving in the

¹ Do not read this lesson off to the children; but get the idea, and explain it in your own way. This is simply suggestive.

EDUCATOR are not for the children, but for the *teachers* of the little ones in the home — the mother, father, or their substitute. The lessons would have no value whatever if given to the children without a live, consecrated teacher to conduct them. This "Home School" is a school for parents. I should be glad to know that such a school had been started in every church, with a weekly session, at which the lessons will be studied by parents so that they can reproduce or enlarge upon them at home for the little ones. Even a mother who is not a good writer may be able to give these lessons to her children — by the aid of cards upon which the words are printed — if she is consecrated and feels the importance of her work.

MRS. S. M. I. HENRY.

GOD'S HANDIWORK.

THIS is the general title of a series of articles from Professor M. E. Cady, of Union College, that are now being published in the *Youth's Instructor*. The series contains such excellent matter for home instruction in nature study that it has seemed best to publish an outline abstract of them for the use of parents in teaching their children these important lessons. This will be in the form of questions and suggestions based on the *Instructor* articles which we cannot reproduce for lack of space. So many of our readers are also taking the *Instructor* that it would be practically unnecessary to reprint them.

These suggestions can be only of a general nature, and each parent and teacher will be able to modify or change the method of instruction as the circumstances may demand. The age of the pupil must, of course, be taken into account. The articles in the *Instructor* are written for children from eight to twelve years of age. If used for younger children, as they may be, they should be simplified; and for older ones they may be extended by the teacher.

While the articles and questions are thus intended primarily for the youth, they will doubtless furnish a good exercise to many older people who have not studied nature on this plan. We expect that they will be helpful to all our teachers; and we earnestly recommend that every parent start a home school on this subject, in connection with the series of articles by Mrs. S. M. I. Henry, which began in our last number.

QUESTIONS ON THE CREATION.

1. Who was the Creator?
2. What did he create?
3. When did he create them? Gen. 1:1.

4. How did God create the earth? Ps. 33:6, 9.
5. Why did God create the earth? Isa. 45:18; Rev. 4:11.
6. In what five aspects is the original condition of the earth presented in Gen. 1:2?
7. How ignorant is man concerning creation? Job 38:4-7.
8. How only may we understand creation? Heb. 11:3.
9. How is the earth upheld? Heb. 1:3; Gal. 1:17.
10. What did many people once suppose upheld the earth?
11. Has it any visible or material support? Job 26:7.
12. What is the power called "gravity"? Rom. 1:1.

All children that can read should have a Bible, and turn to each of the scriptures referred to above, so as to become familiar with the Bible. If they cannot read, do not consider that a bar to learning from nature, but rather make their nature study a stimulus for learning to read. When old enough, teach them to read at home, according to the method described in Mrs. Henry's articles. Answers to review questions should be given in the language of the Scripture, even if only part of a verse is used. The first two verses of Genesis should be committed to memory, and the whole chapter can be readily learned during the year's study. Read with it from "Patriarchs and Prophets" (hereafter referred to by "P. P.") the chapter entitled "Creation."

QUESTIONS ON LIGHT.

13. How was light created? Gen. 1:3.
14. What is light? Ps. 119:105, 130.
15. What is a prism? Is it always three-sided?
16. What is the effect of passing a pencil of sunlight through a three-sided glass prism?

The three-sided glass ornaments on hanging lamps make good prisms for this experiment. If a solid prism cannot be had, the edge of a clear, square bottle, partly filled with water, will answer the purpose.

17. Is the rainbow produced in a similar way?
18. Do we ever see a rainbow in the south? (How would our South African students answer this question?) Why?
19. Did you ever make a rainbow in a spray of water? (Did you make it?)
20. Of what is the rainbow a sign? Gen. 9:13-16.
21. What is the solar spectrum? Name its colors in order from the top edge downward.

You can remember these by remembering that the sunlight is a manifestation of God's power; it is made by the power of God: and vigor means power. Now the first letters of the names of the spectrum colors spell out VI (B) G (Y) OR. In this you can easily see the words "vigor" and "by." The "by" is found on each side of the middle letter, G, which

stands for GOD. So the whole should always mean that God, by his power, makes every spectrum, every rainbow, and every raindrop that you ever saw.

LIGHT. — NO. 2.

22. How many other colors combine to make white light?

23. How did you prove that sunlight is made up of so many different colored rays. (The editor first wrote "that sunlight was made up," etc. Why would it be wrong to say "was" in such cases?)

24. How can you prove with vari-colored disks that all these colors when blended together produce white?

25. In what kind of lines does light always move?

26. What makes a stick appear bent when a part of it is under water? (Make a drawing to explain this.)

27. What does God's sunlight always carry with it? Can you prove this, with yourself as a "lamp-reflector"?

SPECIAL QUESTIONS. — Have you read all the scriptures, answered all the questions, and performed all the experiments indicated in these lessons? Did you find anything you could not do, or any question that father or mother could not answer? Do you want to continue these studies from the Bible and the things God has made all around us? Will you send the editor a postal card stating that you and your parents will join the CHRISTIAN HOME EDUCATION FAMILY?

THE HOME SCHOOL.

OUR "Home Lessons" in reading are especially adapted to young children, while the questions on "Nature Study" are adapted to older children and youth. Together, these two lines of instruction will constitute a good school for parents. But should there not also be a distinct line of study for adults? Before and since the EDUCATOR was started, this line of study has been strongly suggested to the editor. Now we want advice. Shall we have a parents' school that shall stand as the head of the home university?

Many of us have not had extended school advantages in our own childhood and youth. Many now have children that deserve to be better trained than we were; while many others have reached the age when freedom from family cares tends to lessen the interest in one's own personal development and progress in the intellectual life. How marked is the difference between people who never learn anything after middle life and those who are students from the cradle to the grave! Many fathers and mothers become discouraged with the idea that they cannot

learn as they once could, — that their ways have become "established," and they cannot be taking up every new idea. It is the same excuse which many people offer for rejecting new truth and holding to the religion of their fathers. Improvement requires constant exercise of our God-given abilities.

"God is displeased with those who are too careless or indolent to become efficient, well-informed workers. The Christian should possess more intelligence and keener discernment than the worldling." But, "Again and again have worldlings sneeringly asserted that those who believe present truth are weak-minded, deficient in education, without position or influence. This we know to be untrue, but is there not some reason for these assertions?" Let us all unitedly roll away this reproach from God's people.

The CHRISTIAN EDUCATOR stands ready to be used in furthering this work in every home. Shall we have a home school association for the older folks, just as we are beginning to have "Sunshine Bands" for the younger ones? What shall be the general subject of study? We have a number of such subjects to offer, but prefer to receive suggestions from others. Use a part of that postal card to tell us your ideas of the plan. Let every parent feel his responsibility to be a guide and companion in the intellectual life of the children as well as in the care of their physical and religious natures. "Parents should never lose sight of their own responsibility for the future happiness of their children."

It will cost you only one cent for a postal card to tell us whether you will begin this study in your home. We should like to know at once; and if in the course of the study any questions arise which you cannot answer, send them in to the EDUCATOR for others to try. Let us have a home university that shall embrace every family reached by the *Youth's Instructor* and the CHRISTIAN EDUCATOR.

THE leisure hours of the student are often occupied with frivolous pleasures, which weaken physical, mental, and moral powers.

HE who wishes to preserve his own dignity and self-respect must be careful not to wound needlessly the self-respect of others.

THE educators of youth should feel an unselfish interest for the lambs of the flock.



NOTES FROM THE SCHOOLS

THE latest word indicates that the enrolment at Union College has reached two hundred and sixty.

MT. VERNON ACADEMY has opened with an attendance of nearly one hundred students, a larger number than ever before in the history of the school.

WORD indirectly received from Healdsburg College indicates that there are about sixty students in the home. We have no means, as yet, of knowing what the outside or total enrolment is, as no reports have been received.

SOUTH LANCASTER ACADEMY opens with an enrolment of one hundred and twenty-three, about twenty more than last year. Special interest and effort are being manifested in the new plans of connecting mental and manual labor. Tile is being laid for draining the school farm, and a barn will soon be built.

UNION COLLEGE opened September 15, with an enrolment of one hundred and sixty-five, and the number is constantly increasing. Everything indicates a prosperous year for the college. The foreign departments are growing in numbers, and are able this year to announce regular courses,—the German department, a Biblical course of four years, and a missionary course of two years; and the Scandinavian department, a missionary course of three years in length.—*Review and Herald*.

THE Battle Creek College opened with an attendance of three hundred and twenty students. Others have rapidly come in so that the enrolment has now reached four hundred and twenty. This includes the students above the sixth grade who have been assigned regular seats in the chapel. A considerable number of students, who have not yet been fully classified, attend only special classes and are not assigned chapel seats as yet. The attendance of the church school has now reached one hundred and fifteen.

THE following item is copied from a recent letter received from one of our schools:—

“A man who ain't got no education is in a hard row of stumps.” This is the forcible, if not very elegant, way in which a young man expressed his opinion, who called recently at the academy to see what help could be granted to one whose education had been neglected. We found him unable to read or write, although past twenty-one years of age. He seemed to be a man of good sense and good character, and we at once made arrangements to provide him with a private teacher for a few months until he can get started in the work of gaining an education. After receiving his first lesson in the first reader, he went away with his face fairly beaming with joy at the prospect of soon being able to read. He declared his intention of coming to see us again before the school opened, and said that he would surely be present on the first day to take up his work.

W. S. Greer, “the father of Keene Academy,” has promised that he would give twenty dollars toward a fund for enlarging the library and purchasing physical apparatus for the science department.

It will be noticed that the chapel exercises at Walla Walla College, and other occasions of worship, are led and supported by stringed and wind-instruments. Why not? Time was when it was considered of doubtful propriety to use even an organ in church services; and we have noticed that a recent general conference of a large denomination in the United States seriously considered the question of disciplining one of its ministers for using an organ in his church. But the chosen people of God anciently used many instruments in worship, some of them much more martial and clamorous than any now in common use. It is not necessary to infer from this that God desires the use of noisy oriental instruments in his worship, but it seems a proper inference to believe that he would be pleased with the skilful use of many instruments that are now devoted largely to the service of Satan. David had a band of at least two hundred and eighty-eight trained singers and “cunning” performers “who should prophesy with harps, with psalteries, and with cymbals;” and many of his psalms are dedicated “to the chief musician” and other artists who were to play a special accompaniment for them. Doubtless, God would be pleased to hear better music of voice and instrument than is now heard in many of our schools and churches.

Note and Comment

OUR next number will be dated November, and will reach all subscribers before the beginning of the month—*provided* their names are on our new subscription list. See notice elsewhere, and also in the *Review and Herald* of October 5.

All the schools described in this number of the *EDUCATOR* are under the direction of the Seventh-day Adventists, and the uniform purpose of all is to give the students who attend, a thorough Christian education of mind, body, and soul. The one object is to train up practical, intelligent, virtuous men and women to an earnest life of usefulness in the cause of God and humanity.

WE note the announcement of a "Cosmopolitan University" to be conducted by the magazine of that name. It is officially stated by the editor that President Andrews of Brown University will be the head of this new institution. We have been waiting, however, for some positive announcement that the Trustees of Brown University would release President Andrews.

The editor of the *Cosmopolitan* has for some years been greatly interested in educational reform, and the new university will doubtless exhibit some new developments in plan and method. It is stated that "the courses of studies will be worked out with reference to the special needs of the students, and will be designed not only to produce broader minds, more cultivated intellects, and to give greater fitness for special lines of work, but to make better citizens, better neighbors, and give a happier, higher type of man and womanhood."

There is certainly room for more of that kind of education. We shall watch with great interest the outcome of this undertaking.

OUR "copy" for the questions on "Nature Study" was finished a few minutes before the manuscript of Mrs. Henry's article came from Chicago. The two series of articles seem to blend perfectly; and each illustrates how many important things can be taught

to children at home if parents are interested in having the whole family continuously engaged in a systematic, progressive work of Christian education.

MANY cities and other communities now boast a "mothers' club" of some kind and title; and not infrequently while the "mother" is at a meeting participating in some theoretical discussion on the responsibilities of motherhood, perhaps lecturing other "mothers" on their home duties, her own children—if she has any—may be keeping the devil's holiday alone "at home." Associations of parents for mutual counsel and assistance may be of great value; but every such "club" which does not include the father in its membership and attendance is at best a questionable concern. The best club we know of is the loving co-operation of father and mother in a harmonious home school of Christian education for parents and children,—continued the year round with no vacations.

WHY is it not a good idea to have the membership of our large school dormitories divided up into small families, each a "Sunshine Band"? Students often feel lonesome, homesick, and uncared for in the large school family; and this often leads them to form and cultivate associations that are detrimental to the best development of mind and character. We expect *some one* will adopt and develop this suggestion in our own school work. *Verbum sat sapienti.*

THIS special Educational Number of the *EDUCATOR* is largely made up of matter that was intended for the preceding number, but was left over on account of having to wait for the arrival of communications from the more distant schools represented. With three exceptions the signed articles are written by the heads of the institutions described; the unsigned are written by the editor, from the best information available. This number has thus become a kind of year-book of our schools, and ought to be the means of greatly increasing the interest in their work among those who have not been fully acquainted with it. Cannot our friends do much to increase the usefulness of this number by using it to secure new subscriptions for the *EDUCATOR*? (See notice in another place.) We shall be glad to send sample copies free for this purpose. We can furnish extra copies to schools and individuals at two dollars a hundred, and in larger or smaller packages at a proportionate rate. We need and appreciate the assistance you can give.

LITERARY MENTION

WE are glad to note that new subscriptions to *Good Health* are rapidly increasing. Every number of this excellent journal continues to improve in value and interest.

THE Macmillan Company's *Book Reviews* is a welcome visitant. No other keeps us better informed of the various changes in the personnel of the college and university faculties.

THROUGH the courtesy of the National Commissioner of Education we are in receipt of the programs of a "Home Congress" held in Boston, which we have not seen published elsewhere. The main subject of discussion was the "practical life and interests of the people in home responsibilities, considered in the light of scientific knowledge, experience, and observation."

THE *Pacific Health Journal* of May and July comes to our desk in a new form, reduced to the size of the popular magazines, and edited by Drs. A. J. Sanderson, F. B. Moran, and G. H. Heald, assisted by M. C. Wilcox and J. A. Burden. The subscription price has been reduced to fifty cents a year. The articles are simple, timely, and very instructive. The journal should enjoy a large circulation on the Coast.

WE are pleased to note in the *American Sentinel* the inauguration of a new department of "Religious Liberty for Young People." It is made up mostly of a timely series of lessons on the fundamental principles of religious liberty put in story form and otherwise simplified so as to be easily comprehended by youth and children. This new development promises to become one of the most interesting and valuable features of the ever-vigilant *Sentinel*.

WE are in receipt of the first number of *The Haskell Home Appeal*. It is an eight-page quarterly, published at Battle Creek, Mich., in the interests of the Haskell Home orphans and the aged inmates of the James White Memorial Home. The philanthropic combination of these two interests seems a fitting illustration of the truth that "God has linked old and young together by the law of mutual dependence;" in this case a necessary dependence upon the sympa-

thy and support of those whom he has blessed with productive health and vigor. The first number of this little paper will be sent to all readers of the *Review* and the *CHRISTIAN EDUCATOR*, and will speak eloquently of its own mission. The subscription price is twenty-five cents a year, and the paper promises to grow larger if well supported. Success to it.

WE are glad to exchange with the *School News and Practical Educator*. The journal is especially commendable in the high moral tone of its treatment of the subject of Morals and Manners, Civics, Alcohol, Tobacco, etc., while it avoids anything like "goody-goody prattle" on these topics.

THE *New Crusade* is now published by the *Review* and Herald Publishing Co. The editor, Mary Wood-Allen, M. D., is the national superintendent of the Purity Department of the W. C. T. U., and this aggressive monthly is vigorously engaged in promoting the best education of mothers on this and kindred subjects.

WE are in receipt of a package of four-page leaflets on the subject of "Sunshine Bands," from which we quote:—

The Sunshine Bands are planned on the following simple lines:—

1. *Our Name*. — The Sunshine Band. (Matt. 5:14.) "Ye are the light of the world."
2. *Our Standard*. — The glory of God. (1 Cor. 10:31.)
3. *Our Motto*. — "Looking unto Jesus." (Heb. 12:2.)
4. *Our Password*. — "Not I." (Gal. 2:20.)
5. *Our Badge*. — "The ornament of a meek and quiet spirit." (1 Peter 3:4.)
6. *Our Work*. — To save the lost. (Luke 19:10; John 20:21.)

We promise each other and God—

1. To seek God every day.
2. To study God's word every day.
3. To work for others every day.

Those who desire further information on this interesting and important subject may address the author of the leaflet, Elder Luther Warren, Sanitarium, Battle Creek, Mich., or get a sample leaflet from the *CHRISTIAN EDUCATOR*. Enclose stamp for reply.

WE are pleased to acknowledge the receipt of the "Students' American History," by D. H. Montgomery, author of "The Leading Facts of History" series. It follows the general line of the author's former work, but is much fuller in its treatment of political and constitutional history, and of the chief events in the development of the nation. It quotes original documents, authorities, and standard writers on the points of greatest interest to the student, the

object being to let the actual history speak for itself. This should commend it to all who desire to study history rather than to read about history. As an aid to further research, note numbers have been inserted throughout the book referring to upward of two thousand works of acknowledged merit, which are cited in the appendix. It is published by Ginn & Co., 12mo., cloth, \$1.55.

PROFESSOR BELL's new "Rhetoric and Higher English" is a masterly treatise on the use of the English language. It is a fitting sequel to his graded Grammar in three books. The abundance of questions and drill exercises which it provides is a marked improvement upon the lecture method of presentation that is adopted in many contemporary treatises. The book commends itself not only for use in the home and schoolroom, but also to the editor and writer. To the latter it is especially instructive in its chapters on "Making Ready for the Press," and "Proof-Reading." It is published by the Review and Herald Publishing Company; 8vo, 375 pages, cloth, \$1.25.

ONE of the best books on history that we have recently seen is "The Empires of the Bible from the Time of the Flood to the Babylonian Captivity," by Alonzo T. Jones. Recent research in Babylon and Egypt has brought to light many valuable historical records that were inscribed in stone by the very men living in those ancient times. These records and the Bible history of the same time are woven together in one connected story. Another important feature of the book is the tracing in a series of twenty-one maps the course of those empires. The author proposes a second volume which will cover the period from Nebuchadnezzar to the fall of the Roman Empire. His idea is to weave together into one connected story the history in the Bible and the ancient inscriptions. Full references are given to all these citations, so that the student may be encouraged to verify them and make further original research. The design of the book is unique, and every student, either of the Bible or history, will find it invaluable. 8vo, 410 pages; cloth, post-paid, \$1.50. Review and Herald Publishing Co., Battle Creek, Mich.

THROUGH the courtesy of the *University Press* we have just received the current Annual Register of the University of Chicago. It is a paper-bound volume of 444 pages. We notice the titles of six of the "Haskell Lectures," a series founded by Mrs. C. E. Haskell, the benefactress of the Haskell Home in Battle Creek.

THE CHRISTIAN EDUCATOR would be glad to receive calendars and announcements of every school and college that is endeavoring to carry on a system of education which is in harmony with Christian principles. It considers itself the organ of every school and individual that is interested in promoting the cause of Christian education. So comparatively few institutions are strictly and avowedly engaged in this work that it would be a great advantage for all to co-operate as far as possible.

ATTENTION

Is called to the fact that those who are receiving the CHRISTIAN EDUCATOR on the offer made to two-dollar subscribers to the *Review and Herald*, must have their names on our mailing list *before* the next number is issued. As already explained in the *Review*, these names and addresses must be sent in on a postal card *immediately*. Probably only one third of them have yet been received. If any do not receive our next number by the first of November they will understand that they have failed to give us the necessary information. Don't ask for explanations if this has not been done.

It should be understood that with the new uniform price of \$1.50 for the *Review*, the old two-dollar subscriptions *expire on the same date*, both for the *Review* and the EDUCATOR. Unless otherwise ordered, new subscriptions for this paper will expire one year from the date they are received, as will be indicated on the mailing label of the November number and thereafter.

Those who hitherto paid \$2 for the *Review* can now receive both it and the CHRISTIAN EDUCATOR for only \$1.90,—two excellent papers for less than the price of one. Great effort has been put forth to make the present number of the EDUCATOR as attractive and useful as possible. Cannot our friends use it to assist in greatly extending our circulation? This number is much larger than usual, but not larger than we would like to have the paper regularly as soon as we have sufficient support to justify it. Help us to give you a larger and better journal every month.

Send in your new subscriptions at forty cents. Send them in for your children, friends, and neighbors. Make up a club at the reduced rates. Talk about the paper. Answer the questions. Study the lessons. Make the CHRISTIAN EDUCATOR the official organ of your home university.



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OUR READERS

Have doubtless appreciated the effort put forth to make this number of the EDUCATOR of special interest and value. We are receiving many commendatory and encouraging letters. An old teacher says the CHRISTIAN EDUCATOR is about the only paper she cares to preserve after the first reading. Another experienced teacher who has sent an excellent set of tabulated answers on "Text-Books," encloses a warm "Welcome to the CHRISTIAN EDUCATOR! It is needed, and it supplies the need." Another, not a teacher, sends one dollar to help circulate the paper, with the remark, "It just suits me; and when anything suits me, I am just the one to help it along."

That is what we are expecting. Are you just the one to help the work of the EDUCATOR?

QUERIES FOR STUDENTS

1. WHAT is a "seminary"? A "seminar"? (Is the latter now a naturalized English word?)
2. What is a "psalter"? A "Psalter"?
3. Do you pronounce these words correctly: apparatus, patron, patronage, conversant, unlearned, aged, Carolina, Louisiana, Arizona, Nevada.
4. *Errata*.—In the last number of the EDUCATOR a certain word appeared in two forms, "anchoret" and "anchorite;" which is correct? Meaning of *errata*? What is its singular form?
5. Translate the Latin quotation in this paper.
6. What is psychology? How does "physiological psychology" differ from classic "mental science"? (What is meant by *classic* in such connections as this?)
7. Where and what is the Cattetag? What channel is connected with it?
8. What is a "university"? Must it have a geographical location in only one place? Give the complete ascending series of educational institutions from the primary school up to the university.
9. What is a "worldling"? A "groundling"?
10. Difference between experiment and observation? Between "practical" and "practicable"?
11. Meaning of "matriculation"? Derivation and original meaning of "suburb"?
12. What is an "abstract"? What is the official title of your county court?
13. Meaning of philanthropic, philosophy, philharmonic, Philadelphia, Cincinnati.

NOTE.—Now that our schools have begun their work, we hope to receive prompt answers to our "queries." Can they not be used frequently as general exercises for the whole school, with a student secretary who will send us the best answers? It will be interesting to note which school can send the best group of answers. At the end of the year, we propose to publish all of these questions, and perhaps the best answers, as a supplement to the EDUCATOR. Let the answers come in before the next number; all that have been received will then be published.

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A Compilation of Special Instruction

on the True Principles of Education.

By Mrs. E. G. White.

This is a book that should be in the hands of every Christian parent and student in the land. It is invaluable as a guide to all who are interested in "the care and culture of men." In simplicity of language and entire absence of personal opinion or theory, it presents in impressive manner the sublimest truths of pure education. It abounds in gems of thought and expression that are unsurpassed by the work of any of the recognized masters of literature. It exhibits in clear light the fundamental educational principles that have been vaguely sought for by the world's philosophers, and presents an exalted conception of education that has never yet been fully realized. Its ideal is a systematic, complete, symmetrical training of hand, head, and heart for the service of God and humanity. It will arouse parents to appreciate the great privileges and duties of fatherhood and motherhood; to teachers it presents the eternal principles and methods of the great Teacher; to students it offers the highest inducements and the wisest counsel for a thorough education of the physical, mental, and moral powers.

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Western Christian Advocate.—A very devout thoughtful exposition of the Lord Christ's words.

Christian Observer.—Very pleasant is the style of this book, and very helpful are its comments on the Sermon on the Mount.

Baptist Union.—It can by no means be read with profit at one sitting, but is a book for time of meditation, as its title implies.

Southern Churchman.—A deeply religious book. . . . The publishers have gotten it out, both in type and illustrations, very well indeed.

Herald and Presbyter.—This is a book of faith and devotion. Far from being a mere lecture on outward morality, it takes hold of the very inner being, and insists on a life believing and following the Master in simplicity and consecration.

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Christian Evangelist.—This volume, dealing with things of the Spirit, is a book for the quiet hour. . . . It will be found an enlightening and uplifting treatment of these lofty themes.

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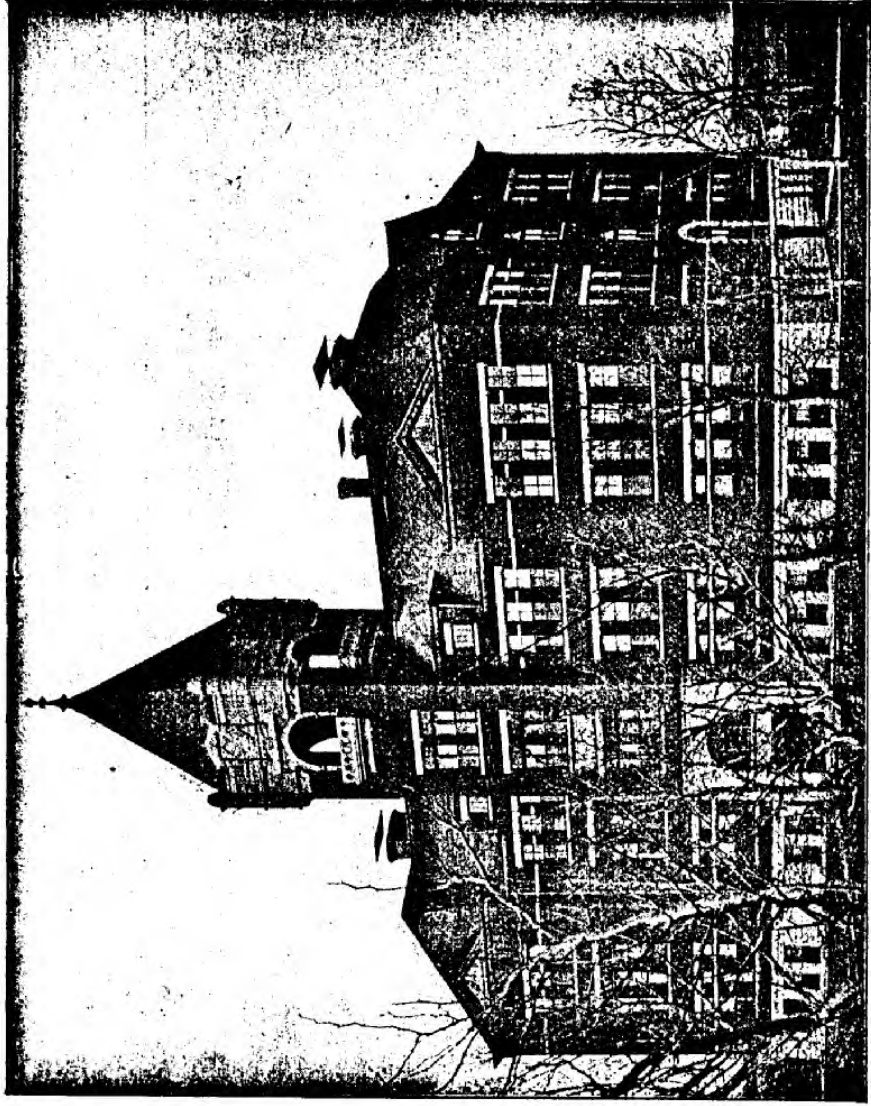
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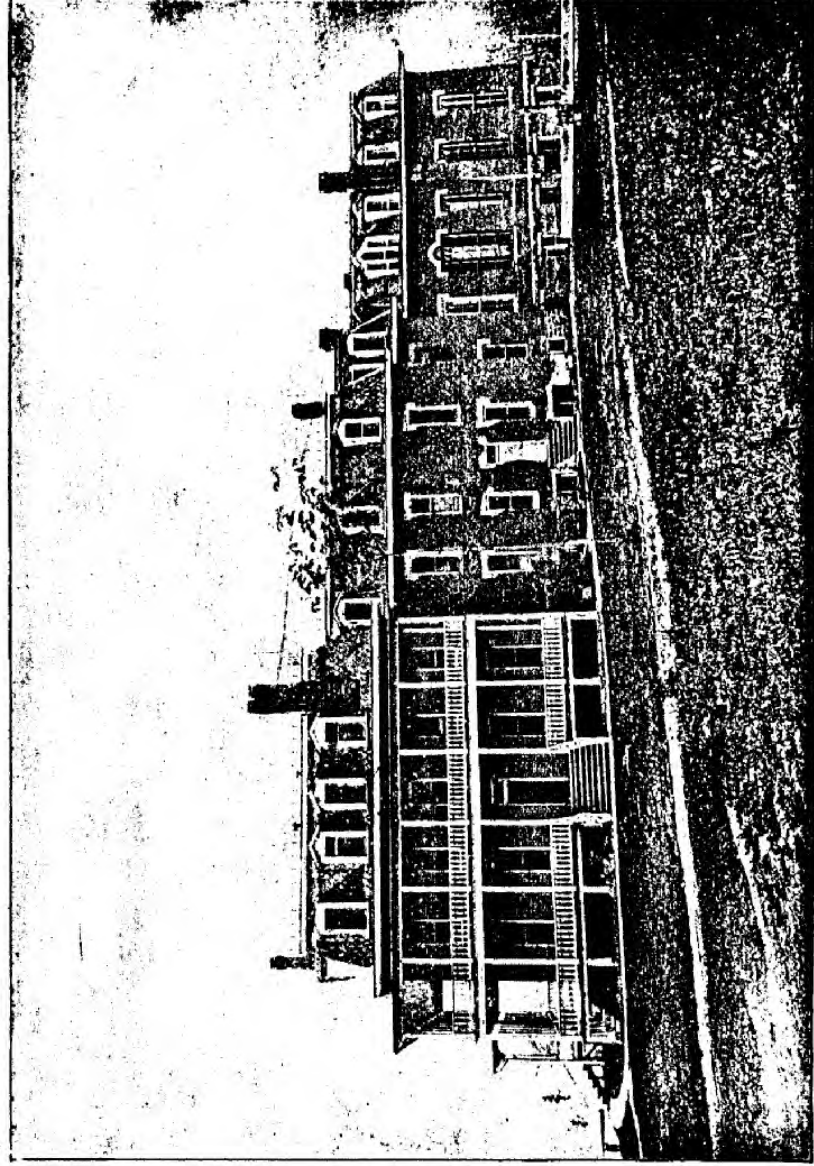
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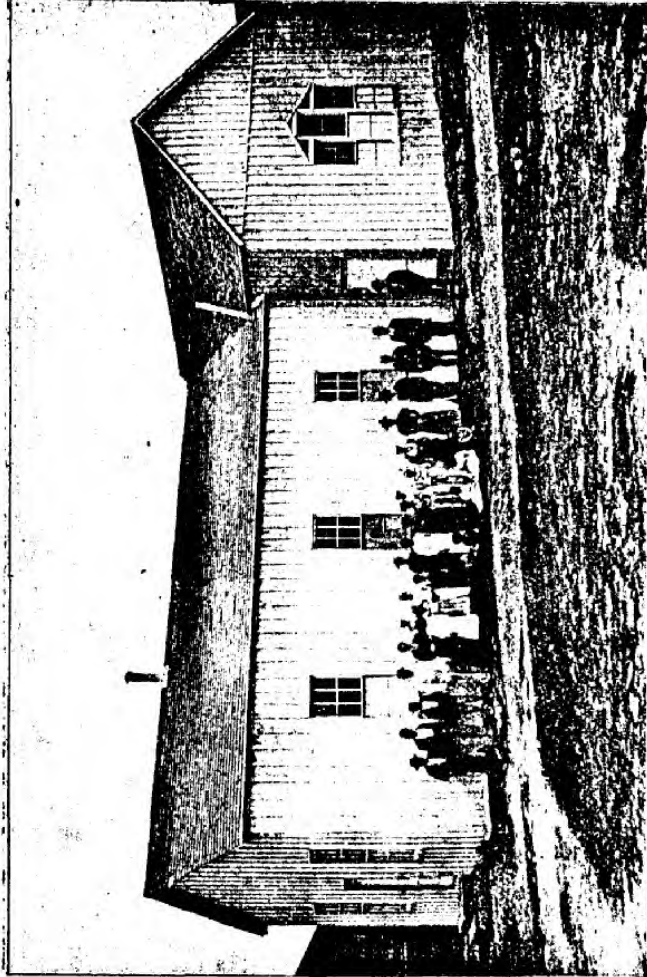
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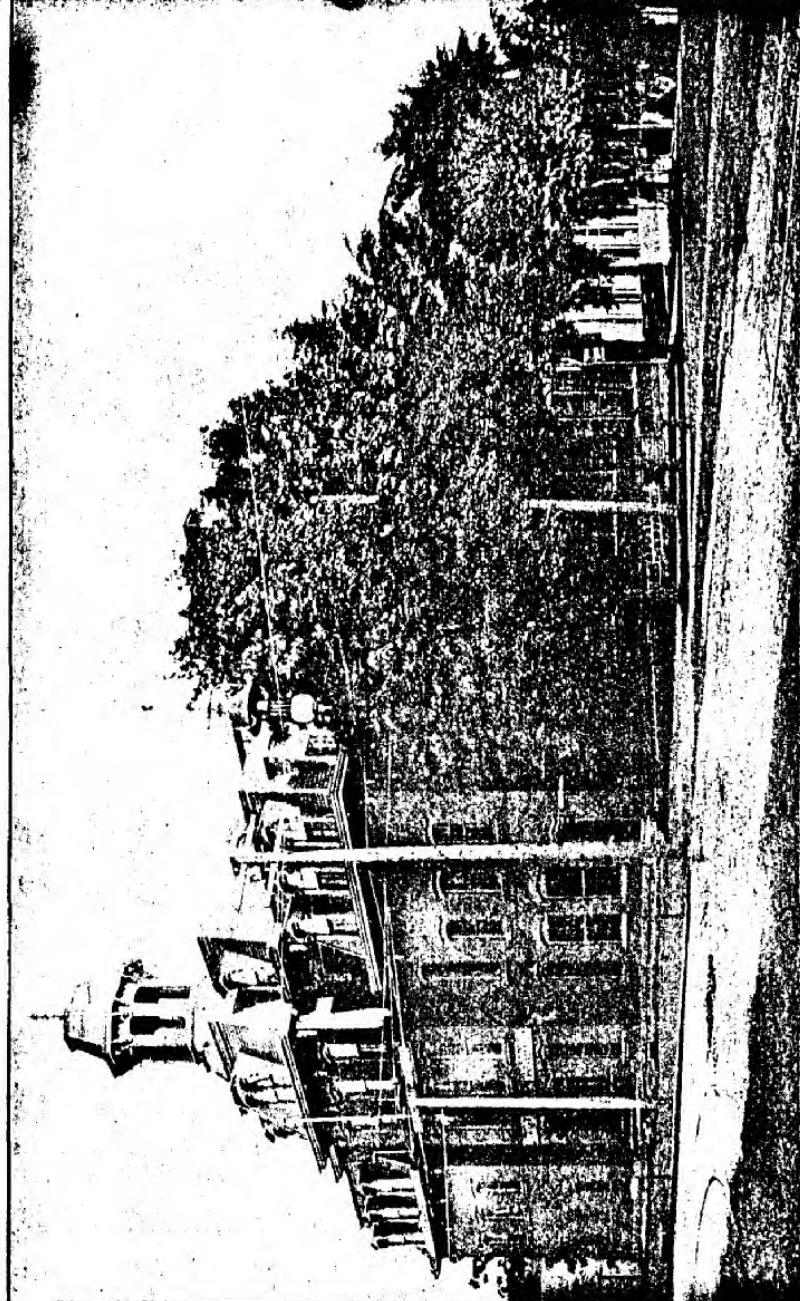
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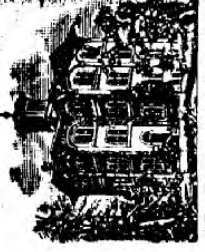
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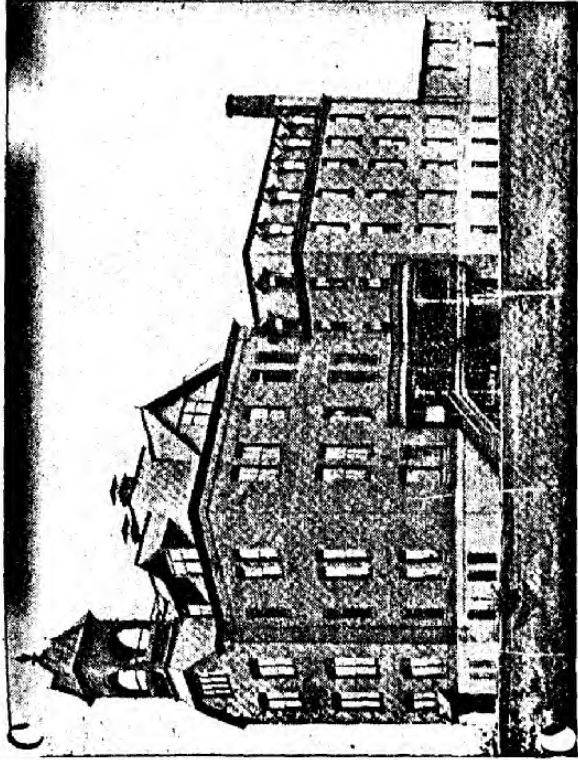
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Battle Creek, Michigan.

If not called for in 10 days returns to

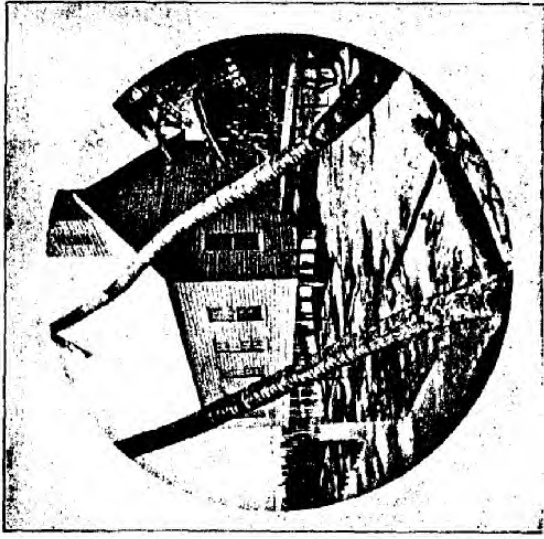
(Name)

(P. O.,)

FACSIMILE OF AN ENVELOPE
HEADING OF BATTLE CREEK
COLLEGE AS IT WAS IN 1874



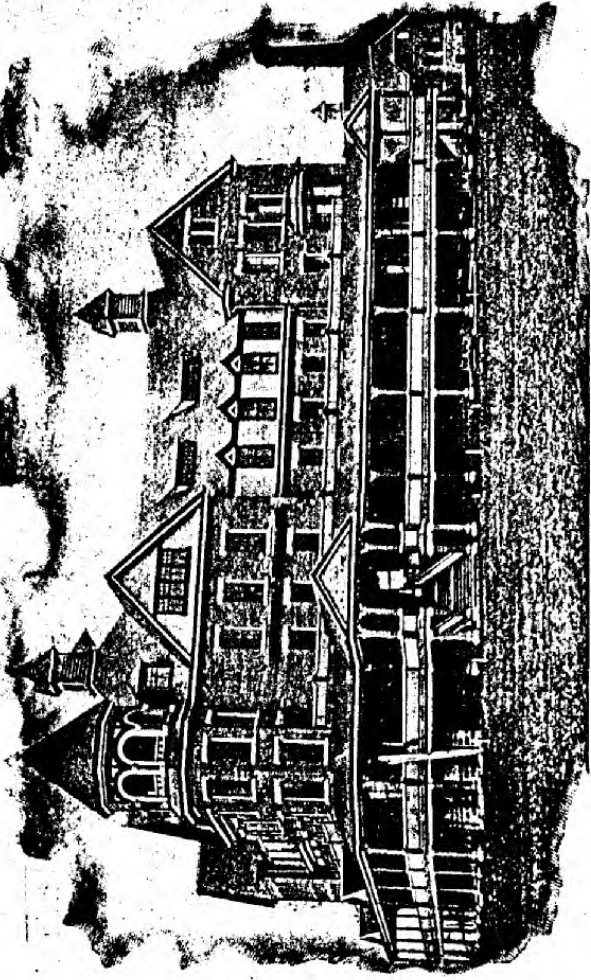
WALLA WALLA COLLEGE



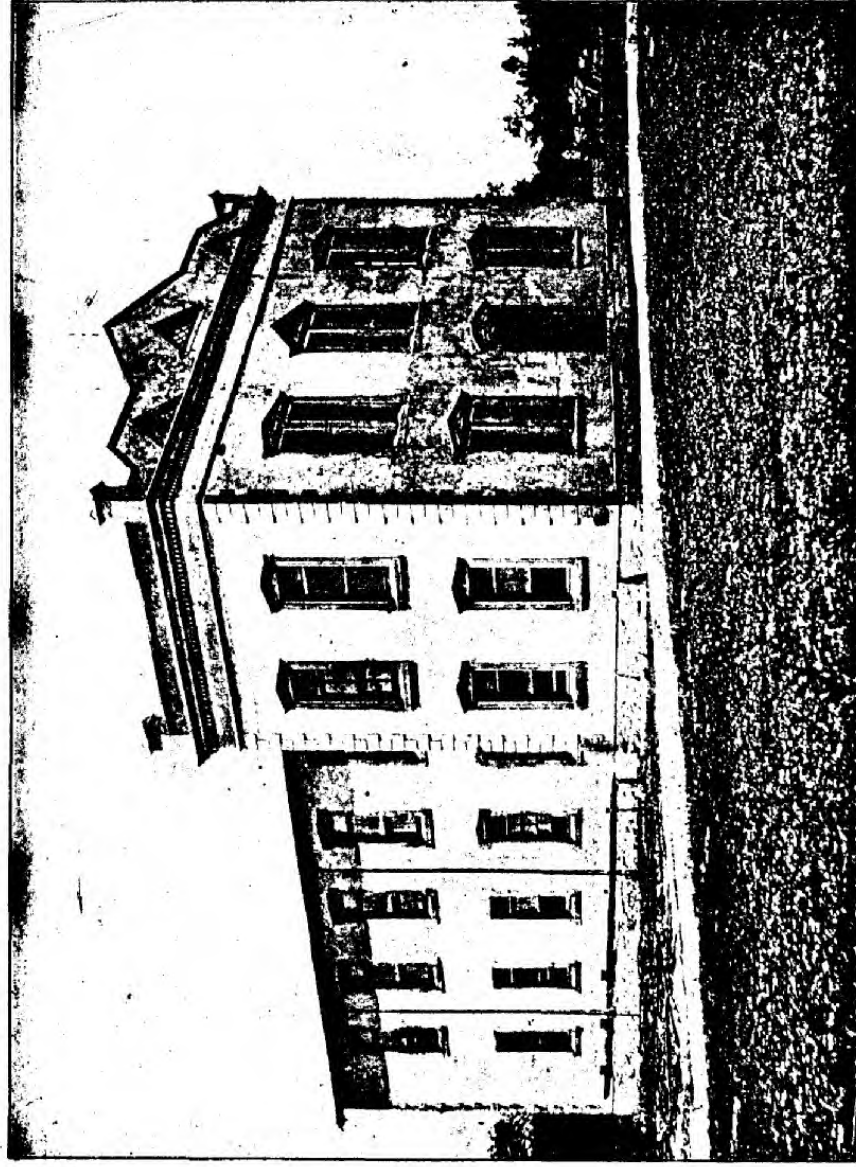
AN ISLAND SCHOOL



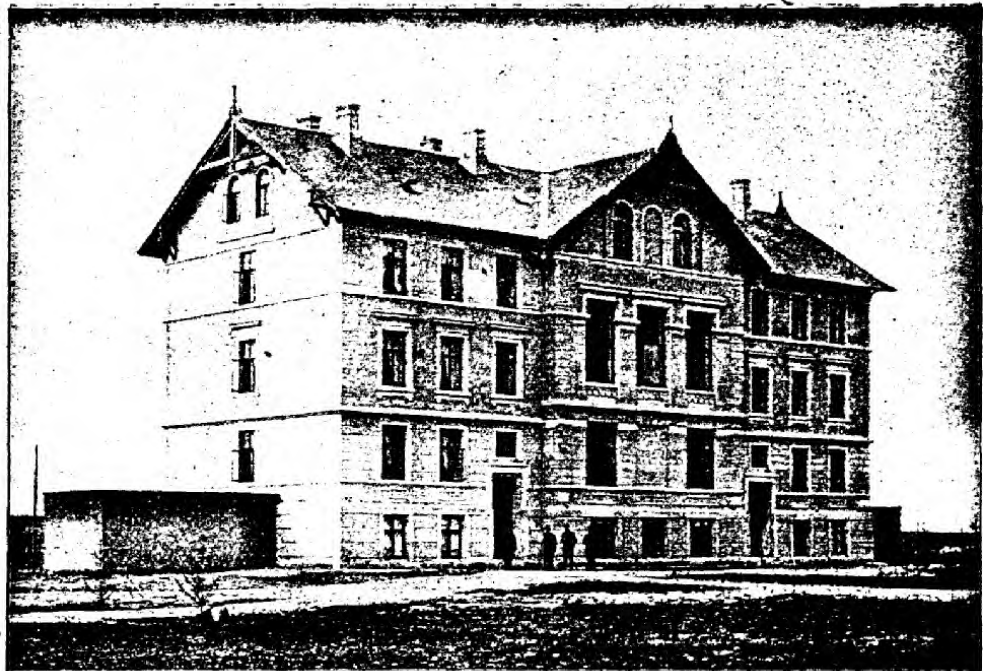
OAKWOOD INDUSTRIAL ACADEMY



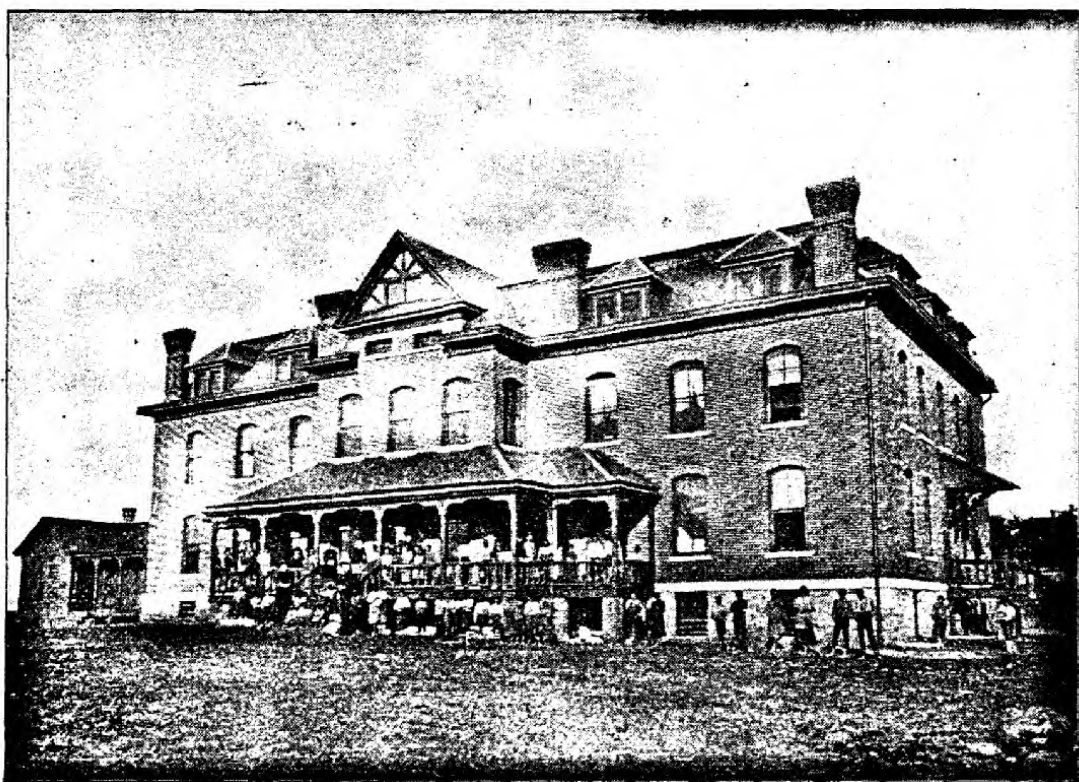
THE HASKELL HOME



CLAREMONT UNION COLLEGE



FREDERIKSHAVN HIGH SCHOOL



THE STEELE HOME.