

MANUAL TRAINING

"Every youth, on leaving school, should have acquired a knowledge of some trade by which he may earn a livelihood"



The Advocate of Christian Education

Contents

General	225-229
Influence of Country Life; Schools should Lead into the Country; How to Start an Exodus; Timely Message; Conditions in the City, etc.	
Educational World	230-232
Agricultural Teaching in Elementary Schools; Long School Hours; Good Results of Gardening, etc.	
Editorial	233-234
Solution of the Problem, etc.	
Sabbath School	235-244
Contributions; The Lessons; Quarterly Report.	
With the Teachers	245-249
Course of Study in Agriculture; Spare the Birds; A Lesson in Discipline; Helps; Making a Garden.	
Progress	250-255
Educational Institute; School Gardens; Manual Training; Arithmetic from the Orchard; A Suggestion, etc.	

August.

Vol. V
No. 8

50c a Year
5c a Copy

Beginning of manual training: "God took the man, and put him in the Garden of Eden to dress it and to keep it"

Living Fountains .. OF .. Broken Cisterns

**An Educational
Problem for
Christians**

By E. H. Sutherland

Is a history of Christian education, tracing the principles of such schools from the beginning of the world's history to the present. *****

Every Teacher Should Be Thoroughly Acquainted With The History of Education

"After carefully reading 'Living Fountains,' I wish to bear testimony to the fact that it has opened my eyes to the dangers in the present educational system, of which I have been but dimly conscious, and to which, like many others, I have given indifferent heed. In my judgment, 'Living Fountains' is a strong book, presenting a masterly array of facts to sustain the position taken, and suggesting a remedy that cannot fail to commend itself to every candid thinker."

REV. F. A. HARTER, Webster City, Iowa.

"'Living Fountains' has been a great blessing to me and has brought me nearer to God. Every teacher who wishes to become a representative of Christian education should study this book. Parents should read it that they may know their duty toward their children."

JOHN LIPKE, Brusque, Brazil.

"I have read 'Living Fountains' with care. It is an excellent work, and the best presentation of educational reform, in the truest sense, which I have seen. I wish it might be in every family."

J. H. KELLOGG, M. D.

425 Pages, Cloth. Price, \$1.25

Address

The Advocate Pub. Co. or Review & Herald Pub. Co.
Berkton Springs, Mich. Battle Creek, Mich.

Thirteenth Chapter of First Corinthians—The Teachers' Guide

"If I speak with the tongues of men and of angels, but have not love, I am become sounding brass, or a clanging cymbal. And if I have the gift of prophecy, and know all mysteries and all knowledge; and if I have all faith, so as to remove mountains, but have not love, I am nothing. And if I bestow all my goods to feed the poor, and if I give my body to be burned, but have not love, it profiteth me nothing. Love suffereth long, and is kind; love envieth not; love vaunteth not itself, is not puffed up, doth not behave itself unseemly, seeketh not its own, is not provoked, taketh not account of evil; rejoiceth not in unrighteousness, but rejoiceth with the truth; beareth all things, believeth all things, hopeth all

things, endureth all things. Love never faileth: but whether there be prophecies, they shall be done away; whether there be tongues, they shall cease; whether there be knowledge, it shall be done away. For we know in part, and we prophesy in part; but when that which is perfect is come, that which is in part shall be done away. When I was a child, I spake as a child, I felt as a child, I thought as a child: now that I am become a man, I have put away childish things. For now we see in a mirror, darkly; but then face to face: now I know in part; but then shall I know even as also I have been known. But now abideth faith, hope, love, these three; and the greatest of these is love."

THE ADVOCATE

of CHRISTIAN EDUCATION

VOL. V

BERRIEN SPRINGS, MICH., AUGUST, 1903

No. 8

A Journal of Christian Education

PUBLISHED MONTHLY BY

The Educational Department of the General Conference

BERRIEN SPRINGS, MICHIGAN

Entered at postoffice at Berrien Springs, Mich., as second-class matter

EDITORS:—E. A. SUTHERLAND, M. BESSIE DE GRAW

The Influence of Country Life

"Live not in a great city, for a great city is a mill which grinds all grain into flour. Go there to get money, or to preach repentance, but go not there to make thyself a nobler man."

* CITY WORKERS SHOULD REST IN THE COUNTRY

"In the midst of a life of active labor, Enoch steadfastly maintained his communion with God. He continued to exclude himself at certain periods from all society. After remaining for a time among the people, laboring to benefit them by instruction and example, he would withdraw to spend a season in solitude, hungering and thirsting for that divine knowledge which God alone can impart. Communing thus with God, Enoch came more and more to reflect the divine image. His face was radiant with a holy light, even the light that shineth in the face of Jesus. As he came forth from these divine communings, even the ungodly beheld with awe the impress of heaven upon his countenance."

† TRAINING FOR RULERSHIP

"A shepherd boy, tending his father's

flocks, Joseph's pure and simple life had favored the development of both physical and mental power. By communion with God through nature, and the study of the great truths handed down as a sacred trust from father to son, he had gained strength of mind and firmness of principle."

‡ TRAINING FOR TEACHING

"The early years of the prophet Elisha were passed in the quietude of country life, under the teaching of God and nature, and the discipline of useful work. The prophetic call came to Elisha while with his father's servants he was plowing in the field."

|| TRAINING FOR LEADERSHIP

"In the wilds of Midian, Moses spent forty years as a keeper of sheep. Apparently cut off forever from his life's mission, he was receiving the discipline essential for its fulfillment. Wisdom to govern an ignorant and undisciplined multitude must be gained through self-mastery. In the care of the sheep and the tender lambs, he must obtain the experience that would make him a faithful, long-suffering shepherd to Israel."

"Amidst the solemn majesty of the mountain solitudes, Moses was alone with God. Everywhere the Creator's name was written. Moses seemed to stand in his presence, and to be overshadowed by his power. Here his self-sufficiency was swept away. In the presence of the Infinite One he realized how weak, how inefficient, how

* "Patriarchs and Prophets," p. 86.

† "Education," p. 52.

‡ "Education," p. 58.

|| "Education," pp. 62-64.

short-sighted, is man." Here Moses gained that which went with him throughout the years of his toilsome and care-burdened life,—a sense of the personal presence of the Divine One.

"Such was the experience that Moses gained by his forty years of training in the desert. The results of that training, of the lessons there taught, are bound up, not only with the history of Israel, but with all which from that day to this has told for the world's progress."

*THE TRAINING OF A MISSIONARY

"To Paul, nature's solitudes became a school. To the desert of Arabia he went, there to study the Scriptures, and to learn of God. He emptied his soul of the prejudices and traditions that had shaped his life, and received instruction from the Source of Truth."

†EFFECTS ON THE SICK

"In the effort made to restore the sick to health, use is to be made of the beautiful things of the Lord's creation. Seeing the flowers, plucking the ripe fruit, listening to the happy songs of the birds, has a peculiarly exhilarating effect on the nervous system. From outdoor life, men, women, and children gain a desire to be pure and guileless. By the influence of the quickening, reviving, life-giving properties of nature's great medicinal resources, the functions of the body are strengthened, the intellect awakened, the imagination quickened, the spirits enlivened, and the mind prepared to appreciate the beauty of God's word.

"In the country the sick find many things to call their attention away from themselves and their sufferings. Everywhere they can look upon and enjoy the beautiful things of nature,—the birds, the fields, the fruit trees laden with their rich treasure, the forest trees casting their grateful shade, and the hills and valleys with their varied verdure and many forms of life. The

beauty of nature leads them to think of the matchless charms of the earth made new. Nature is God's physician. The pure air, the glad sunshine, the beautiful flowers and trees, the orchards and vineyards, and outdoor exercise amid these surroundings, are health-giving,—the elixir of life."

These are reasons enough for establishing Christian schools in the country. Why keep the children in the city when the country offers tenfold greater advantages?

*Our Schools Should Lead from the City into the Country

BY P. T. MAGAN

We are told that the work which lies next to us is the education of our children and youth. Now is the time to be faithful in what is apparently a little thing, for on the right performance of this duty "hang great results." The time has come to leave the cities. This has been proclaimed so often from the public platform and by the printed page that it can in no wise be considered as an incidental or accidental expression, but rather as a plain, important, and timely message to the people of God.

The principal reason assigned for giving this message relates to the children and youth. I quote: "We shall find it necessary to establish our schools out of and away from the cities, and yet not so far away that they cannot be in touch with them to do them good, to let light shine amid the moral darkness. All schools should be located, so far as possible, where the eye rests upon the things of nature instead of upon clusters of houses."

The moving of the College from Battle Creek may appear to some to have been a small event, but on it have hung results of greatest importance. It marked the first exodus of Seventh-day Adventists from the cities. It put the school in its new location at Berrien Springs in the same relative position to the remnant message of the

* "Education," p. 65.

† Testimonies for the Church," Vol. VII, pp. 76-86.

* Extracts from paper read before the assembly of Christian Teachers at Berrien Springs, Mich., June 28, 1903.

twentieth century as was occupied by Wittenberg in the great Reformation of the sixteenth century. This point is all important. In the doing of this, our schools, under God, sprang from decrepitude into the golden powers of youth, and, standing like Daniel in his lot, were placed on vantage ground, where they could hurl defiance at error, and do their appointed and God-given work.

The story may never be written in the history of the world, but in the books of God it will be recorded as a reformatory movement, which for strength, purity, and power need be excelled by none.

This is the story of the fulfillment of the first declaration of God, namely, that the schools should be taken out of the cities in order that the children might be saved.

The second point urged by the Spirit of God was like unto the first one, only that instead of dealing with the removal of the schools from the cities, it deals with the removal of the families from the cities in order that their children might be saved.

Again I quote: "Gather your children into your own houses; gather them away from those who are disregarding the commandments of God, who are teaching and practicing evil. Get out of the large cities as fast as possible. Establish church schools. Get the people out of the large centers, and establish interests in other places."

"God wants us to live where we can have elbow room. His people are not to crowd into the cities. He wants them to take their families out of the cities that they may better prepare for eternal life. In a little while they will have to leave the cities. These cities are filled with wickedness of every kind,—with strikes and murders and suicides. Satan is in them, controlling men in their work of destruction. Under his influence they kill for the sake of killing, and this they will do more and more.

"If we place ourselves under objectionable influences, can we expect God to work a miracle to undo the results of our wrong course? No, indeed. Get out of the cities as soon as possible, and purchase a lit-

tle piece of land where you can have a garden, where your children can watch the flowers growing, and learn from them lessons of simplicity and purity.

"The trade unions and confederacies of the world are a snare. Keep out of them and away from them. Have nothing to do with them. Because of these unions and confederacies, it will soon be very difficult for our institutions to carry on their work in the cities. My warning is: Keep out of the cities."

Today the time has come when we must establish schools in the country. We must draw the people from the cities and save the children. This will bring the end, and the coming of our Saviour.

Since the salvation of the children is the reason given for the exodus from the cities, and since the salvation of the children is the primary work committed to the schools, the only logical conclusion is that with the schools and with school teachers rests the responsibility of leading in this exodus from the cities, and they should give the call for all people to follow them into the country.

How to Start an Exodus from the Cities

BY MRS. N. L. DRUILLARD

What is the cause of the present agitation concerning country life? Why are so many of the leading men and women of the world interested in this subject? Why are we so often given the dark picture of city life, and why do men and women of every rank, who are working for the good of humanity, urge school boards, teachers, and parents to consider the question, How can we educate the young people and children in country schools? Many prominent educators today, claim that the greatest demand of the hour is, Educate away from the city toward the country.

For a number of years, there has been an effort on the part of teachers to take a little of country life into the city schools. This has proved a blessing in so far as it could be done, but the results have been unsatisfactory, because the effort is in-

complete. The question now is, Why not have the real, instead of the shadow? Many of the states in our country, as well as countries of the old world, are appropriating money for maintaining country schools. The effort, wherever put forth, has brought wonderful results. In this movement, the purpose of which is to interest men and women in country life, and to educate the masses from the evil of the cities, can we not discern God's Spirit preparing people for the last great warning?

Our cities are fast becoming like Sodom and Gomorrah. To remain in them means ruin. The Lord calls upon us to bring our children out of the cities. In the old world, as well as in this, country schools are being established on farms. People are beginning to realize that schools thus located, are able to do a work which cannot possibly be done in the city school. I quote the following from that valuable work entitled, "Education:"

"Schools should be established that, in addition to the highest mental and moral culture, shall provide the best possible facilities for skilled development in industrial training. Instruction should be given in agriculture, manufactures, — covering as many as possible of the most useful trades, — also in household economy, healthful cookery, sewing, hygienic dress-making, treatment of the sick, and kindred lines. . . . Thus may be awakened a genuine interest, an ambition to do the work in the best possible manner. Such an ambition, together with the invigorating effect of exercise, sunshine, and pure air, will create a love for agricultural labor, that, with many a youth, will determine their choice of an occupation. Thus might be set on foot influences that would go far in turning the tide of migration, which now sets so strongly toward the great cities.

"Thus also our schools could aid effectively in the disposition of the unemployed masses. Thousands of helpless and starving beings, whose numbers are daily swelling the ranks of the criminal classes, might achieve self support in a happy, healthful, independent life, if they could be directed

in skillful, diligent labor, in the tilling of the soil."

Do we understand this? Are you willing to walk by faith? Is it not clear that the Lord is calling us out of the cities, and that we can start the exodus by establishing schools in country places? Then educate the people as they leave the city, and come to our schools, to find health, and life, and salvation in the country.

A Timely Message

BY E. A. SUTHERLAND

The world is in need of men, men who have a message, men whose lips have been touched with the live coal from off the altar, signifying that they not only have a message, but that they can give that message with power.

The message I would have proclaimed is, to leave the cities, and seek homes in the country.

The life of the human family began in the country. Our first parents were tillers of the soil. Eden was a model home, and had the human race retained the love of God, the earth would have been divided among the members of the human family, and similar homes would have been established all over the world.

The plan was thwarted before the flood; but it was revived in the days of Israel. So important is this principle that Jehovah took his people from Egypt, where love of the country had died in their hearts; taught them for forty years in the wilderness, changing their entire mode of living, giving a new appetite and pure food to appease a natural appetite, and then divided the land of Palestine into small farms, one for each family, and gave laws, which, if obeyed, would keep that people forever on those farms, and would forever prevent them from congregating in the cities.

There is a reason why Christians should live in the country. One of God's books is the book of nature. He teaches great lessons through growing things. These truths the city man finds it difficult to know. The quietness and simplicity of the country

are conducive to strong nerves and clear brains. How often does the city man, the vision of crowded streets always before his eyes, the rumble of wheels on pavements, the multitude of other deafening sounds in his ears, the anxiety to get together dollars enough to support a family,—how often does such a man hear the voice of God? How much does the child reared under such surroundings, know of the sweetness of simple faith? Spaulding speaks the truth when he says, "Live not in a great city, for a great city is a mill which grinds all grain into flour. Go there to get money, or to preach repentance, but go not there to make thyself a nobler man."

Conditions in the City

BY M. BESSIE DE GRAW

God suddenly destroyed Sodom and Gomorrah because of their intense wickedness. Life in our cities today is practically the same as life in those ancient cities.

This is the way things go today: A strike in the laundries causes the greatest inconvenience in both private families and institutions. If you are living in Chicago, and do not belong to a union, you may be unable to rent rooms. You complain to the milkman because he does not deliver the milk as early in the morning as you wish. He shakes his fist at you, and says: "Complain, and I will make it impossible for you to buy either milk or groceries. You do not belong to the union."

The cooks strike, and hotels and restaurants are closed. The barbers strike. There is a coal strike, and hundreds are caused to suffer. During the hot weather, milk sours before it is delivered, and as a result, hundreds of babies die in the poor districts of the city. A rise in the price of ice makes this a luxury which the poor cannot afford. A man cannot hire out unless he belongs to a labor union. One cannot employ a workman unless both he and the workman belong to some organization.

The builder must purchase material of a merchant who belongs to a union, and in order to do so, he must be a union man. A

man cannot even work for himself, for, except he belong to a union, he will receive a command from the unions to stop work.

Shall we remain in the cities, and keep our children in the cities, until we are obliged to leave secretly, and until we are driven out? or shall we obey the voice of the Lord and get out into the country while we are free to go? Strength, and blessing, and power come from, and as a result of, acting from principle rather than from compulsion.

Home Training in the Country

Two different types of home life are to be distinguished, one of which prevails more in the country, and the other in the city. In the former, children are under the immediate oversight of their parents, and in constant companionship with them. In the latter, the parents are engaged with occupations in which their children have no share, and so the children must be left to other companionships and guidance. This is, perhaps, the most essential variation between a typical country home and a typical city home.

Other differences are manifest. The environment of the field is not that of the street. The outlook on meadows, pastures, mountains, quiet lakes, and far horizons of forest and ocean, gives an impression wholly unlike that of massive buildings and whirling machinery, rushing trains and hurrying throngs. There is play of thought and feeling in the spot where nature and nature's children meet you at every turn, which is not found in the shadow of manufactories and houses of trade. Your associations breathe with sincerity and faithfulness; plain things become beautiful, and rugged toil draws dignity from its surroundings. It is a commonplace fact of history, that the soundest characters more often come from country homes. It is especially so in American history.

That change, then, by which 25,000,000 of our people have become massed in the cities, means not a little. Country homes have been the strength and glory of America. Is this strength declining? Is this glory fading? There is a problem in our cities.—G. L. Dickerman, D. D., before the Capon Springs Conference.

EDUCATIONAL WORLD

Agricultural Teaching in the Elementary School

It is possible to conduct a school garden. Agriculture should be made the basis of manual training. It is possible for this work to be done by the teachers in our elementary schools. Teachers in Germany are doing this work at the present time. Note the following concerning a school conducted in the village of Alfter, in the German Rhine Province:—

"The garden contains about one-half acre. Dwarf fruits or flowers border the paths about the garden. A nursery, grown from seeds planted by the pupils and afterwards grafted or budded and pruned by them, occupies a prominent place. Currants, gooseberries, raspberries, and other small fruits and flowering shrubs, annual and biennial flowers, and some vegetables, planted in an orderly manner, serve to utilize every foot of available space. A few hives of bees are located on one side of the garden.

"The whole work of spading the soil, planting, seeding, cultivating, pruning, and harvesting the crop in this garden, is done entirely by the boys of the sixth, seventh, and eighth grades, under the direction of the principal, who always works with them. Two hours a week is given to this work during the growing season, and at such times as the conditions of the garden may require. About twenty boys work in the garden at one time, while the remainder of the pupils of the principal's room are having exercises in gymnastics. At the time of a visit to this school, a part of the pupils were sowing seed, others were covering them with soil to the required depth, while still others were laying out paths, picking off the dead leaves from flower-stems, replanting beds, watering seeds already sown, etc. A few days later the fruits required attention; wall, espalier, and dwarf fruits require to be summer pruned, the fruits to be thinned, insects to be gathered and destroyed.

"The children use the pruning shears

and do the actual pruning, each pupil being given an opportunity to trim some portion of a tree; but no twig was allowed to be pruned until it was perfectly clear that that particular twig required pruning, and indeed to be pruned in a particular place, which the pupil himself first determined upon. The necessary tools for this work are furnished by the school. Whenever there is a deficiency, it is made up from the principal's own stock, or the children bring them from home. When it comes time for budding, each pupil buds trees in the nursery. The fall pruning is always done by the children, and small fruits, vines, and shrubs put in order for the winter, by wrapping some with straw, laying others on the earth and covering, and the like.

"The garden is intensively farmed, and is made a source of revenue. The same soil is utilized for two or three crops during the growing season, and the produce is sold. This gives the pupils an opportunity to learn what crops best form a succession with each other during the season, and also gives them practice, in a limited way, in preparing and putting up fruits, flowers, and vegetables for the market."

School Hours too Long

Dr. David Inglis, addressing the Alumni Association of the Detroit College of Medicine on "The Prevention of Nervous Diseases in Children," said: "I can see in the not distant future a generation of nervous wrecks if we continue to send young and growing children to schools that are nothing more nor less than a prison to them.

"This is a question of growing importance. It is one which concerns every father and mother in the country, and it is high time the doctors who are looked up to for the preservation of health in our people took a hand in the matter. Some radical changes in our educational system must be made.

"The long hours during which small children are confined, the foul and poisonous air that circulates through the school rooms as a result of poor ventilation, are

converting the pupils into scrawny, mean, irritable, and nervous children.

"We make a big howl about the perfection and excellence of our school system, but I have studied the question enough to know that we are behind the times. Children who are full of life and activity should be given the liberty and opportunity to romp and exercise in the pure open air, if they are to develop and grow into strong men and women.

"Instead of inculcating any knowledge into a flock of fifty or sixty children, a teacher under the present system is kept busy trying to suppress and hold in check the exuberance of youthful activity. This is a fatal and almost criminal blunder. If that same crowd of children was divided, and, say, twenty-five or thirty of them sent to school in the forenoon and allowed to romp and play in the afternoon, while the other half of the crowd attend school, the teachers would be employed just the same, the air would be better, and opportunities greater for giving individual attention to the pupils.

"It is too long a drill for teacher and children, where there are fifty or sixty of them in the same room from 9 a. m. to 4 p. m. Half-day sessions would be better, and the progress that would be made both physically and mentally under these favorable conditions, would soon convince us of the impracticability of the system under which we operate today. There is a lack of common sense, to say nothing of intelligence, on the part of the men who administer the affairs of our educational system.

"They forget to consider that the first and vital factor that should receive their attention is the preservation of health, the prevention of nervous and other lamentable diseases creeping into the schools. They wash their faces and send the little tots off to school, where they are kept under restraint all day. Then at night the father complains about the noise they make, and between the school and the home the foundation is laid that later in life causes nervous prostration and often times physical wrecks, and the parents can't understand

why this should be the case. It is the seeds of injustice and the side-tracking of golden opportunities sown back in childhood life by the school system, and the warped and ignorant judgment of the parents."

Good Results of Gardening

In the summer of 1894 the number of unemployed in the city of Detroit was large, and the care of the poor became a problem. Mayor Pingree conceived the idea of encouraging these people to cultivate the vacant lots in the city. Later the plan was adopted in other cities. Following are some of the results of a similar work in New York: "We had one man who had been a habitual drunkard. He was often sent to jail for five or ten days as an 'old drunk.' He applied for a lot, and one of the police officers said that if the farms did no other good, they certainly had done a great deal when they kept this man from the streets; for he was on his farm all the time, tending his crops carefully, his interest being so great that it seemed as though he had discovered something that was higher and better than anything he had before, and was going to devote himself earnestly to it, so that not once during the whole summer was he found intoxicated."

Mr. Steinway, of New York, says: "What especially gratified me was to see that a natural plan has been found to give New York tenement-house people a chance to work in the open air within reasonable walking distance of their own homes, directly for their own benefit, and thus to help them without destroying their self-respect by offering them alms. If the use of larger plots of vacant land, which would not be otherwise used, is freely offered, the plan could be and should be made self-supporting in every large city of the United States."

The result of a similar work in Philadelphia is thus described: "The Philadelphia Association has found that the relief is of such a character that it permanently brightens the lives of young men and women that before were unable to get out of a state of

positive want. One-half acre, or certainly one acre, tilled by intensive methods, secures from want an ordinary family,—a family made up of children or the aged and incompetent. The association has also found that a large number of those who try this sort of gardening become fond of land tillage, and cannot be happy without it. Many of these move out of the city ultimately, and become farmers.

The First Agricultural College

The constitution of the State of Michigan, adopted in 1850, requires that, "The legislature shall provide for the establishment of an agricultural school for agriculture and the natural sciences connected therewith." In obedience to this provision, an act for the establishment of a State agricultural college was adopted by the legislature of Michigan in 1855, and approved February 12 of that year, and the organization of the institution given into the charge of the State Board of Education. A farm, then in the woods, of six hundred and seventy-six acres, lying three and one-half mile east of the city of Lansing, was purchased, and buildings erected, and on May 13, 1857, the college was formally opened for the reception of students. The institution began with sixty one students and five professors. To Michigan, therefore, belongs the honor of having been the first of the States to put into actual operation an educational institution for the direct promotion of technical training in agriculture.—*Yearbook U. S. Dep't of Agriculture.*

EVERY boy but one at the John Worthy School, when a test was made, acknowledged being a smoker, and most of them believe cigarette smoking is largely responsible for the trouble which brought them there and which brings them back time after time. Mr. A. C. Dodds, Superintendent of the Detention Home of the Juvenile Court, is responsible for the statement that from sixty per cent to seventy-five per cent of the offenses for which boys are being arrested come directly from their appetite for

cigarettes. 'Over ninety per cent of the boys at the Pontiac (Ill.) State Reformatory were cigarette smokers at the time they were arrested, and students of the boy problem everywhere concede that cigarette smoking more than any other one thing is responsible for the epidemic of "moral insanity"—a disease which is spreading among the boys of the whole nation. All juvenile court and truant officers see little hope of widespread reform until the cesspools which are poisoning the moral atmosphere can be drained. The elimination of the cigarette is one of the first steps to this end.—*The Boy.*

THE *Philistine* gives President Eliot, of Harvard, credit for saying, "One-half of the education of the child should be manual education—learning by doing; and the time will soon come when no school or college will approximate right methods that does not have its manual training department. The soul center of many a young man can be reached by having him work with his hands. I constantly see the fallacy of abstract theory in education."

HE told his son to milk the cows, feed the horses, slop the pigs, hunt the eggs, feed the calves, catch the colt and put him in the stable, cut some wood, split some kindlings for morning, stir the cream, put fresh water in the creamery after supper, and be sure and study his lessons before he went to bed. Then he went to the Farmers' Club to discuss the question, "How to Keep Boys on the Farm."—*Country Life in America.*

"THE boy is a man in the cocoon; you do not know what it is going to become; his life is big with possibilities. Be patient with the boys; you are dealing with soul-stuff; destiny waits just around the corner."

AFTER this year Greek will not be required for admission to the Academic Department of Yale University.

EDITORIAL

The Solution of the Problem

It must be evident to every thinking person that the time has come for a general movement out of the cities. This does not mean that no work should be done in the cities. The gospel must be preached in all the great centers; but it is safe to say, that every family in which there are children, should be located in some country place. Writers for this issue of the *ADVOCATE* have made it plain that the responsibility of this movement rests largely upon teachers. Our schools must take the lead in the exodus, and they have been forced in this direction almost against the will of our leading educators.

A very practical question which is often asked is this, How will it be possible for people who have spent their entire lifetime in the cities, and who know nothing whatever about country life, to move into the country and support their families?

No great movement has ever been set on foot that did not require co-operation. This is no exception to that rule. Christians now living in the country, and owning large tracts of land, are called upon to co-operate with Christians living in the cities, who have a desire to move into the country.

Instruction has already been given which serves as a basis for the solution of the problem before us. We have been told that twenty acres cultivated according to proper methods, will yield as much as one hundred acres as ordinarily cultivated. Practical experience shows that seven acres of land, on which fruit and vegetables are raised, will give good support to a family of six or seven. We have been led step by step, not only by Christians, but by progressive educators, to see that there is wealth in the soil, and that by following the Lord's principles of thorough cultivation, rotation of crops, and by allowing the land to rest, a few acres will yield

larger returns than many acres cultivated in a haphazard way.

Why has this truth been made apparent at this time?—Because the time has come for the message to be given, Come out of the cities, and God is in this way showing Christians how that message may be made practical.

Christians having large farms may have been blessed in the past, but the time has now come when, if they are true to the message for the times, they should divide their farms into small sections, offering these to families who wish to move out from the cities. Each farmer may become a center of a colony of farmers. The original farmer, having had an experience in country life, may become a teacher in an industrial school which would be similar in many respects to Abraham's school in the land of Canaan.

Perhaps you would not think of calling it a school, but this is virtually what it would be. This farmer-teacher should give his co-laborers instruction in the proper cultivation of the soil, in the best methods of fruit raising, in the care of stock, etc. What was once a large farm, devoted to raising corn and wheat, or cattle, would become a group of farms, each one of which would demonstrate practical lessons to the world.

Every phase of the message could be taught by this farmer-teacher, and what was once merely a common farm among hundreds of other farms, would come into prominence, and men of the world would come there to seek light and truth. Moreover, such a farm would be one of the strongest educational institutions for preparing workers for hard foreign fields.

The instruction has been given that families, as families, should move into the South, or should go into Africa, to teach the natives how to live. Farmers, themselves practical cultivators of the soil, are wanted in every foreign country. They can do a work which no minister, by mere preaching, can do. The families who had moved from

the cities, and who had been instructed in various lines of farm work by this farmer-teacher, would soon offer their services for work in other fields. In this way would be set on foot a movement to carry the gospel to the ends of the world, and it would be carrying that gospel through the Lord's original method.

If any sees light in this plan, or one similar to it, and wishes to see it put in execution, by addressing the **ADVOCATE**, he will be put in possession of information, and in correspondence with others willing to co-operate in thus starting an exodus from the cities.

The Length of the School Term

The following question has been asked: "Our term of school continues but five or six months, and at its close the children are sent to the public school to complete the term's work; is this as it should be?"

This is a significant question, dealing with a most important matter, and was asked by a brother who carries the burden of the children in one of our churches. Doubtless the same question has arisen in the minds of many others. Are we doing what we should for our children when we provide a school lasting only three or four months? I say, without hesitation, that in so doing we are making a decided mistake.

It would seem that when the state recognizes the evil of the short term, the principle should be quickly grasped by Christians, and that the children within our ranks should be given the advantage of a term at least as long as that offered by the state.

How long need a child remain in the public schools to counteract the influence of a short term in a Christian school? Why conduct a Christian school at all, if the term is to be finished in the schools of the state? In so doing, are we not violating every principle of Christian education?

Doubtless, the matter of support lies at

the root of this question. If so, is it not time that a decided stand be taken in regard to the maintenance of Christian schools?

Let me call your attention to the statement made by Walter H. Page concerning the support of schools. He says: "The ability to maintain schools is in proportion, rather to the appreciation of education, than to the amount of wealth. *We pay for schools, not so much out of our purses, as out of our state of mind.*"

Again, he says: "Too poor to maintain schools? The man who says it is the perpetuator of poverty. This is the doctrine that has kept us poor. It smells of the almshouse and the hovel."

This is pretty strong language, but let us take it for all it is worth. God has told us that the first and most essential missionary work for Seventh-day Adventists, is to provide for the training of their children. Then money expended for their education is well spent.

How dare we begrudge the salary we pay to a Christian teacher? How dare we cut short the school term, when the souls of our children are at stake? Let us follow Page's suggestion, and hold our minds open to the instruction which the Lord has given, that every child should have the privilege of free Christian training. Let every man and woman who has a knowledge of the truths of the third angel's message help support these schools for the children. Then we will not see the lambs of the flock spending a portion of their time in the ranks of the enemy. Who will be responsible for sending them into the midst of the wolves? Do parents want to bear this responsibility? School terms of proper length can be maintained when the right position is taken in regard to their support. It is a sin and a disgrace for a church to have the experience which the question that I first quoted indicates. Let us arouse to follow the Lord's direction. He has promised, "If ye be willing and obedient, ye shall eat the good of the land; but if ye refuse and rebel, ye shall be devoured with the sword."

THE SABBATH SCHOOL

Just as a child who knows not how to form her letters yet
Looks up from her long striving, perchance with eyes grown wet,
And lets the teacher hold her hand to write where she could not—
So, Father, dear, I look to Thee; define and shape my lot. —*Alice Cary.*

Sabbath-School Contributions

BY MRS. L. FLORA PLUMMER.

For many years it has been the custom for our Sabbath schools to give their surplus contributions to needy mission fields. Enough has been spared from the Sabbath-school funds to advance many important enterprises. Children and youth have given their pennies to the work, and in some instances have made noble sacrifices that their small offerings might be increased.

From time to time efforts have been made in the Sabbath schools to arouse special interest in the missionary work in needy fields. While these fields need money, every Sabbath school needs the blessed inspiration which a knowledge of the needs will give, and they also need the blessed experience of giving to those needy fields. It is not desirable that the members of our Sabbath schools should get into a mere habit of giving a few pennies each Sabbath, with no thought for the missionary object of the gift. Intelligent giving is the only kind of giving that brings a blessing to the giver.

Our needy mission fields have often been made the basis of earnest appeals to our Sabbath schools for larger contributions. The members have responded nobly, and each quarter has shown an encouraging increase. A few schools have given all their contributions to missions, providing needed supplies for the home school by special donation. The large majority of the schools took from the Sabbath-school treasury the amount needed for supplies, and sent the remainder to missions. In this way no one could know when he gave his Sabbath-

school offering, whether he was giving for home missionary work (the expenses of the home Sabbath school), or to the needy fields in regions beyond. It seems inconsistent to talk to the school about giving to missions, and then at the close of the quarter use a large proportion of the sum given, to buy supplies for the home school.

To save us from inconsistency in this matter, and to outline a definite plan by which each one might know the object of his gift, the following resolution was passed by the last General Conference:—

“That our Sabbath schools set apart the contributions of one or more Sabbaths in each quarter, as may be necessary, for the expenses of the school, all the contributions of the remaining Sabbaths to be given to missions. It is understood that this does not affect the established plan of giving to the Orphans’ Home two yearly donations.”

It is hoped that during the present quarter all schools will unite in carrying out the new plan. It will be well for the officers of the school to estimate the sum that will be required for the purchase of legitimate Sabbath-school supplies for one quarter, and give notice beforehand when the collection will be devoted to that purpose. The children, as well as the older ones, may be encouraged to give willingly and liberally to the fund which is for home missionary purposes. When the amount that is needed is known, it will be possible in most cases to secure a large enough contribution to meet the needs for one quarter in one Sabbath’s collection. Then it will be understood that the entire amount of the donations on other Sabbaths will be given to the work in mission fields. In suggesting this plan, it is not the intention to discourage any school from giving *all* the Sabbath-school contributions to missions, if they so desire. That is an ideal to which all are not able to attain. Those that have attained to it will do well to maintain it.

In carrying out the resolution, no one can misunderstand. Each one can give intelligently and consistently. By emphasizing the thought that all Sabbath-school

contributions are missionary offerings, that one Sabbath in each quarter is set apart to the home work, and on all the others we have the privilege of giving to the great wide world, a new meaning and importance is given to the Sabbath school offerings, and a self-sacrificing spirit may be begotten in every one, even in the smallest child.

Does it Pay?

BY MRS. O. E. CUMMINGS

"I didn't feel like getting the children ready for Sabbath school this morning; we slept late and it would hurry me so."

These were the words of a good sister to her neighbor, who replied, "There is one thing I always try to do. My children would feel broken hearted to miss Sabbath school if it were at all possible for them to go."

"But while they are so young they don't understand much that is said; when they are older they will be more interested," said the first speaker.

This very mother has an older child who attends Sabbath school only when compelled to do so.

Not long ago I heard a little girl say to her mama: "I have made up the nicest play; will you listen while I tell you 'bout it?" "Yes, what is it?"

"Why, I got lots of stones and made a long path, and at the other end of the path I made a great pile of stones. Do you know what it rep-a-sents for?"

"I think you will have to tell me," replied the mother.

"O, mama, that's jus' what I wanted you to say, 'cause when children come to play they will say, 'What are all those stones for?' and I'll tell them all about the Israelites crossing the Jordan and the pile of stones is for the stones they piled up after they were all over. I'll tell them how good Jesus was to take care of the Israelites in the wilderness. I'm going to tell them about crossing the Red Sea too. And, mama, I might as well tell the children about Moses that was the leader, and all about him when he was a baby too. O,

mama, don't you hope lots of children will come past here?"

This little child is six years old, and has attended Sabbath school since she was two. She has been taught her lessons at home and very seldom misses a Sabbath.

Does it pay to teach the little folks the lessons at home and send them to Sabbath school regularly? These are true happenings, and we meet many similar ones wherever we go.

Mothers, do your part, and in this way help the teacher and the Sabbath school, and in the end save your child.

No man or woman of the humblest sort can really be strong, pure, and good, without the world being the better for it, without somebody being helped and comforted by the very existence of this goodness.—*Phillips Brooks.*

THE LESSON

Intermediate Department

Lesson X. September 5, 1903

The Story of Ruth

SPECIAL POINTS

Decision of character.
The power of influence.
God's care for the poor.
Redeeming the inheritance.
God no respecter of persons.

SUGGESTIONS

Notice how Ruth and Orpah were tried, to see whether their going with Naomi was only a passing fancy, or a real cleaving to the God of Israel. The one who is not sure in his own mind what he wants and where he is going, is very quickly turned aside, or goes back like Pliable in the "Pilgrim's Progress." Draw from this a lesson in Decision of Character. What God wants is those who will cleave unto him with full purpose of heart, and not be turned aside even by death. Contrast with Ruth's words to Naomi, "If aught but death part me and thee," (Rom. 8:38, 39), showing that not

even death can separate us from the love of God which is in Christ.

Through her love for Naomi, Ruth was led to trust in Naomi's God. This teaches us to be kind and gentle and loving to all, that we may win the love of others, and influence them for God and the truth.

The kindness of Boaz carried on the work begun by Naomi. The instructions that God had given to Israel about the treatment of the poor and the stranger, showed to those that did not know him that he was a God of love. Boaz was kind to the poor, and not forgetful to entertain strangers. He was God's representative.

One of the reasons why Christ became man was that he might win the right to redeem man. Just as the next of kin alone could redeem the lands of an Israelite, so one of Adam's race alone could buy back his lost inheritance.

The story of Ruth shows in a striking way that "all things work together for good to them that love God." Naomi said, "The Almighty hath dealt bitterly with me. I went out full, and the Lord hath brought me home again empty." She did not know that she had not come home empty. God was opening the way for Ruth, whom she brought with her, to be the comfort and support of her old age. Let us not wait until we see God's plan worked out, before we believe that he is working for us, but let us in the darkest hours trust in his love and wait patiently for him.

The fact that Ruth, the Moabitess, became one of the ancestors of the Lord Jesus Christ, shows that God is no respecter of persons. He did not confine his love and care to the Jewish nation, as they were inclined to think: "but in every nation, he that feareth him, and worketh righteousness, is accepted with him."

Lesson XI. September 12, 1903

The Child Samuel

SPECIAL POINTS

God keeps us waiting to try our faith.

Hannah's prayer, and faith in God's promises.

Samuel given to God.

A child minister.

A priestly garment.

SUGGESTIONS

The same test that came to Abraham and Sarah, came also to Elkanah and Hannah. For many years they had no children, although they greatly longed for them. Elkanah did not stand the test. Like Abraham, he took another wife, and so brought much unhappiness into his home.

When God has something special to give to us, he sometimes keeps us waiting a long time, to get us ready to receive it, so that we shall make a right use of it. This lesson shows how Hannah was prepared by waiting, to receive the child Samuel, who was to be in a special way a servant of God from his birth. If she had not waited for him through the years, and asked of God the gift of a little son, she would not have understood so well that he was the gift of God, and must be given up to him. We must not be discouraged if God keeps us waiting. The answer will come at the best time and in the best way for us.

Hannah did not lose hope in God, though she was very sorrowful. She found relief in prayer. There is no sorrow that God cannot relieve. Whatever may be our burden, we may leave it with God. He sent his priest to comfort Hannah with the promise of a son. She showed her faith by her glad face. "Faith is the substance of things hoped for." She was just as sure of a son as though she had him already in her arms.

Sometimes, when people are in trouble, they make promises to God, but as soon as they are out of trouble they forget their vows. Hannah did not do this. As soon as Samuel was old enough to leave her, she gladly gave him up to the service of God. Notice how early Samuel was devoted to the service of God. Read the beautiful description of the dedication and work of the child Samuel, given in "Patriarchs and Prophets," pages 561-4, noting especially the following paragraph:

"If children were taught to regard the

humble round of every-day duties as the course marked out for them by the Lord, as a school in which they were to be trained to render faithful and efficient service, how much more pleasant and honorable would their work appear. To perform every duty as unto the Lord, throws a charm around the humblest employment, and links the workers on earth with the holy beings who do God's will in heaven."

From Exodus 28 we learn that the ephods for the priests were all to be made of "fine linen." Compare with this Rev. 19:8: "The fine linen is the righteousness of the saints," and Ps. 132:9: "Let thy priests be clothed with righteousness." The little linen ephod that Samuel wore represented the spotless character that the priests must have, for their work to be acceptable to God. We must be clothed with the pure and shining robe of the righteousness of Jesus, before we can appear before God, and minister for him to others.

"Jesus, Thy blood and righteousness
My beauty are, my glorious dress."

Lesson XII. September 19, 1903

The Call of Samuel

SPECIAL POINTS

The importance of early training.

Samuel "delivered from evil."

His attention to Eli.

Listening for God's voice.

Faithfulness in giving God's messages.

SUGGESTIONS

Children are often inclined to chafe and rebel against restraint. The great sin of Eli, for which the judgment of God came upon his house, was that when his sons did wrong, "he restrained them not." The children should be made to see that it is the sacred duty of their parents to restrain them, and teach them the lesson of obedience, and that they are accountable to God for the way they train their children.

Note the contrast between the unrestrained wickedness of Eli's sons, and the sweet and gentle character of Samuel. Call

attention to his ready obedience to what he thought was the call of Eli, and his respectful attention to his commands. His character was unspotted by the evil around him. In Christ's prayer to his Father for his disciples, he said: "I pray not that thou shouldest take them out of the world, but that thou shouldest keep them from the evil." Just before the coming of Christ, the world will be filled with wickedness, just as it was before the flood, and nothing but the power of God's goodness within our hearts can keep us. But he will keep from evil those who trust in him, just as he kept Samuel at Shiloh.

God speaks to us, not with an audible voice, but in many ways, yet we do not always hear his messages. Sometimes it is because we are not listening for his voice. We must have quick ears and open hearts, and be ready always to say, as Samuel did: "Speak, Lord, for thy servant heareth." And when we hear his messages, we must be faithful messengers to carry them to others.

Lesson XIII. September 26, 1903

Review

The 2nd chapter of Judges gives a sketch, a summing up, of the history passed over in this quarter's lessons. In the notes printed in the *Instructor* an outline is given covering the principal points in the lessons. On the one hand we have the constant backsliding of Israel, and their oppression by the heathen; and on the other, the long-suffering mercy of God, that continually made a way of escape for them. In Ps. 106:34-47, the same ground is covered, and also in Ps. 78:55-62.

The teacher should read carefully "Patriarchs and Prophets," pages 533-535, which shows that, although the Israelites did not possess the land, but were constantly in captivity to the heathen, yet God's promises had not failed. God is true, though every man be a liar; our unfaithfulness does not make him unfaithful, only we lose the blessings that our faith would secure.

Primary Department

Lesson X. September 5, 1903

Ruth the Moabitess

In a Heathen Land.—Naomi and her husband had gone to Moab to get food, but they did not simply receive from the people there, giving nothing in return. They loved and worshiped the true God, and no doubt often talked to their friends and neighbors about him. That they had exerted a good influence we may know from Ruth's reply to Naomi's request that she return to her own land. "Thy people shall be my people," she said, "*and thy God my God.*" Seek to make the lesson plain to the children that wherever they are, they may be little missionaries.

Gleaning after the Reapers.—"The Israelites were commanded by their law to be merciful to the poor. The corners of the fields were not to be reaped. Lev. 19:9; 23:22. If a sheaf should be accidentally left in the field, it was to be allowed to remain there. Deut. 24:19. The grain in the corners and these odd sheaves were for the poor. The story of Ruth is a most beautiful illustration of this law. Reference is supposed to be made to this custom in Job 24:10, 'They take away the sheaf from the hungry.'"—*Bible Manners and Customs.*

Bethlehem in the Time of Ruth.—"The glimpses of ancient life in the future town of David and of Christ are full of interest. Then, as now, its single street ran along the double crest of the white chalk ridge, twenty-five hundred feet above the sea; its slopes terraced into hanging gardens, with rows of olives and vines; a pleasant valley lying underneath on three sides, musical with the sound of brooks, though its eastern end is almost touched by the terrible wilderness of Judah. This sunny breadth, when Ruth's story opens, is yellow with ripe barley, and rich with tall green wheat that will be golden ere long. The harvest is reaped by men, but the sheaves are bound by maidens. Life is still simple, and the well-to-do Boaz courteously greets

his work people, as he comes to them, and is politely greeted in return. Their meals, while at work, are as simple as all else,—only ears of the barley they are cutting, roasted and shelled by hand, the customary food of Arab reapers even now; and thin cakes of bread, dipped in sour wine as a relish, with clear water drawn by the young men, for drink. Nor is Boaz himself too grand to eat with the rest, or to join in their work. If he does not reap, he winnows the grain, after younger arms have threshed it out on the floor in the open field, and, like his successors in the same parts in our own day, he lies down to sleep by his heap at night, that he may watch it."—*Hours with the Bible.*

Lesson XI. September 12, 1903

The Child Samuel. 1 Samuel 1, 2

TEACHING POINTS

Lent to the Lord.

Not influenced by surroundings.

A little child may serve.

Lent to the Lord.—When Hannah's prayer was answered, and God gave her a son, she remembered her promise, and gave him to the Lord. Help the children to see that we should hold all God's gifts as subject to his call. If we really acknowledge him as the giver of our blessings, we shall not think of grasping them selfishly to ourselves.

Not Influenced by Evil.—There is said to be in a certain mining region, a little flower of such marvelous whiteness that the smoke and soot-laden air have no power to blacken it. If particles of soot fall upon it, they may be easily shaken off its pure and glistening surface, leaving the petals unmarred by the contact. The little flower may be taken as a symbol to represent those who, though daily associated with evil, are yet so protected by the righteousness of Christ that the contact does not reach them or mar their characters. Such a life was that of the child Samuel. Try to have the children understand the difference between being protected and kept

pure in the midst of evil surroundings that one *can not help*, and the deliberate choice of sin, as illustrated in the life of the young man Samson.

A Little Child's Service.—We are told that "God is pleased when even little children give themselves to his service." Service means serving. Relate some appropriate little story or incident to illustrate this point. Help the children to understand how the little tasks they do at home may be as truly service for the Lord, as the work which the child Samuel performed in the temple. "If children were taught to regard the humble round of every-day duties as the course marked out for them by the Lord, as a school in which they were to be trained to render faithful and efficient service, how much more pleasant and honorable would their work appear. To perform every duty as unto the Lord, throws a charm around the humblest employment, and links the workers on earth with the holy beings who do God's will in heaven."

Lesson XII. September 19, 1903

God's Call to Samuel. 1 Samuel 3

TEACHING POINTS

Faithfulness in little things.

Listening when God speaks.

Hearing ears.

Faithful Obedience.—The very first time that Samuel heard his name called, he answered, "Here am I." It was his faithfulness in just such little things as answering when he was called, that made the little boy Samuel fit to be trusted with the important and solemn message the Lord wished to send to the aged priest, Eli. Ask the children if they have ever known any one who did not like to answer when called, perhaps when he knew that the call was to do some little service that he felt inclined to shirk. No one can render acceptable service of any kind, who does not serve *willingly*.

Listening when God Speaks.—Impress the lesson that God speaks to people, even to children, now, as surely as he spoke that night to the little boy Samuel in the tem-

ple. And he knows whether or not we listen when he calls. Speaking of certain punishments that would come upon Israel because of their sins, he said, "When I called, ye did not answer; when I spake, ye did not hear." Again and again we read the sad record that they "*would not hear*." Every one may hear God speak; even those whose ears are deaf to human voices can hear this heavenly voice that speaks to the hearts of men. All who listen to that voice, and try to follow its instruction, will know that the Lord is directing their way. To them the promise will be fulfilled: "Thine ears shall hear a voice behind thee, saying, This is the way; walk ye in it." Ask the children what we call the little voice that speaks to our hearts, trying to hold us back from wrongdoing. This lesson affords a basis for excellent practical applications, which, however, are best left to the judgment of the individual teacher.

Hearing Ears.—The Bible tells about a certain class of people who "have ears to hear, but hear not." And Jesus speaking to his disciples, said, "Blessed are your eyes, for they see: and your ears, for they hear." If we would always *see* the lessons that the Lord would teach us from the beautiful book of nature, *hear* his voice when he speaks, and use our feet and hands in his service, we must *give ourselves to him*, praying every day:—

"Take my life, and let it be
Consecrated, Lord, to thee."

Close the lesson by singing No. 180 of "Christ in Song."

Lesson XIII. September 26, 1903

Review

A period of two hundred and eighty-six years in the history of Israel is covered in the quarter's lessons. Do not wait till the next to the last Sabbath to urge a thorough study of these lessons as a preparation for the final review. Both teachers and pupils should become so familiar with the main events of these lessons as to be able to give a fairly connected story of the history included in this time.

The blackboard may always be used to advantage in conducting a quarterly review. If blackboard space is limited, twelve large sheets of coarse manila paper and a carbon pencil will answer even better for the present lesson.

Write on each sheet the title of one lesson, arrange the twelve sheets in order, and in such position that they can be turned readily. Then, beginning with the first lesson, call for a volunteer to give the main points covered, writing the topics down briefly as he names them, and calling on others to supply what he fails to tell. The memory verse, with the most striking, practical truth for each lesson, may also be added.

Thorough preparation and unflinching enthusiasm, are very sure to make such an exercise a success, especially if they have gone hand in hand with the work done all through the quarter.

Kindergarten Department

Lesson 10. September 5, 1903

Ruth the Moabitess

Our last lesson was about the great man Samson. Today we will study about a loving daughter who showed her love in a nice way.

One time there was a family living near Bethlehem. They had two boys, and their mother's name was Naomi. (Build a house and represent people.)

They were a very happy, loving family.

When the famine came (explain "famine"), they went to live in Moab (build house in Moab. Place sticks on paper, and move to new home). Not many years after the father died (remove one stick), and now the boys were old enough to care for the mother.

By and by the boys were married. Then there were five in the family (five sticks). The daughters' names were Ruth and Orpah. They were both loving and kind to Naomi, and she loved her daughters dearly.

Continue the story, telling of the death of the two sons (remove two sticks) and the

great grief of Naomi. Describe her preparations to return to Bethlehem, and the parting scene. (Place one stick in Moab, and move the two back to Bethlehem.) Tell how gladly they were welcomed back, and how pleased they all were with Ruth's kindness to her mother.

Describe the harvest time, and Ruth's gleanings—how the grain was cut by men with sickles, and girls gathered up what was left.

Give the story about Ruth's gleanings in the field of Boaz, and his kindness to her. He did not give her barley, but helped her by letting her have more to glean. He saw that she was different from the other gleaners. Goodness is sure to be noticed and appreciated.

Naomi had many things to make her life sad, but she always tried to have a happy home. What was it that made her home happy?

Ruth showed her love by going with her mother on the long journey, and by working for her and taking care of her. Draw lessons for children's love for parents. Love is shown by deeds.

Lesson 11. September 12, 1903

The Child Samuel. 1 Samuel 1, 2.

We have been studying about men and women, but today we will study about a little boy.

Among the Israelites there was a kind, good woman by the name of Hannah. But she was not happy in her home, because she had no children. (Build home with blocks.) Every year she went with her husband up to Shiloh to worship. (Build Shiloh with blocks, using tent for the tabernacle.)

Tell how Eli saw her praying, and his answer of peace, when he knew what was in her heart.

She returned to her home very happy, believing that God would grant her the desire of her heart.

God answered her prayer, and sent her a baby boy, whom she named Samuel.

Tell about Eli's living at the tabernacle, and what his work was, and how Samuel's mother brought him to Eli. She had promised him to the Lord, and she did not forget her vow, although she loved her boy dearly and it was hard to part with him.

Eli took Samuel to live with him, and taught him how to help in the worship each day. Every morning he opened the doors of the tabernacle, and was always ready to help do what he could.

Once each year he was made very happy by a visit from his mother.

Samuel was happy in the service in God's house. So children may be happy now in God's house and in his service.

The Bible says Samuel grew in favor with the Lord and the people. He was strong, but not in the way Samson was. He learned in childhood to obey, but Samson loved to please self and have his own way. Samuel gained strength by earnest prayer. (Picture, "Best Stories.") Spiritual strength is better than physical strength. Samuel did right because he had a spirit to do so, not because of his surroundings.

Lesson XII. September 19, 1903

God's Call to Samuel. 1 Samuel 3.

Introduce this lesson by showing or drawing pictures of the ear. Sometimes those who have good ears do not hear much. The ear that is trained hears many things that one untrained never notices.

Two persons passing through the woods, one will hear the sweet song of the birds, and the other, busy with other thoughts, never hears a sound. We need to listen to hear the beautiful sounds in the world.

Some children do not like to hear, especially when called to do service in the home.

Samuel had an ear to hear. Does it not seem strange that God chose Samuel to send a message to the high priest? He was a boy who was ready to obey when he was called.

Samuel grew to be a wonderful man, a prophet of God. He learned to hear and obey when young, and when he was a man

he was still ready to hear and obey. So God often sent messages to his people by Samuel.

To impress this lesson, select a good-sized crooked stick to show to the class. Bring out the fact that it was made crooked when young, and so grew that way.

If boys and girls keep bending toward wrong, and refusing to hear the good voices, they will grow bent and crooked, and their lives will not be a blessing to this world.

God calls children today, not as he did Samuel, but by his Spirit, when they hear or read his Word.

You know Jesus said something about children coming to him.

Then he calls them by the beautiful things he has placed all about us—the flowers, the trees, the grass, and the happy birds. May we all be ready to say, "Speak, Lord, thy servant heareth."

Build Shiloh, where the tabernacle was located, while telling the story about Samuel's being called of God.

Lesson XIII. September 26, 1903

Review

There have been studied during the past quarter some very strong characters. In the review, try to bring out the kind of greatness shown.

It might be made more interesting to tell the story about these persons, and let the pupils tell their names.

Have large cards with name and chief characteristic on the card. After name is guessed, pin card up before school.

With Moses' name, place the word "Meekness" in large letters, large enough to be seen by all; Joshua—"Courage;" Gideon—"Humility;" Samson—"Strength;" Ruth—"Love;" and Samuel—"Goodness."

Children may be great in many ways. "Thy gentleness hath made me great." 2 Sam. 22:36.

For class work, trace the journey, asking children to tell what happened at the different points.

Quarterly Summary of Sabbath School Reports

FOR QUARTER ENDING MARCH 31, 1903

Atlantic Union Conference.

	No. Schools	Pres't Mbr's	Avg Att.	Home Dep't	Total Contributions	Ex. of Schools	Donations to Miss'ns	Donations for Orp'ns
Chesapeake.....	17	664	447	1	\$ 128 04	\$ 82 46	\$ 27 34	\$ 6 01
Greater New York.....	8	384	257	2	173 00	63 32	100 02	2 00
Maine.....	22	390	266	3	87 58	18 09	38 00	26 88
New England.....	44	915	632	40	148 45	80 15	138 53	9 92
New Jersey.....	13	378	241	43	121 17	55 32	66 93	.....
New York.....	72	1001	668	2	189 59	83 06	102 50	9 06
Pennsylvania.....	108	1418	1023	113	395 38	104 23	216 37	74 78
Vermont.....	31	400	282	40	90 24	24 12	40 54	35 58
Virginia.....	14	284	171	.....	46 47	11 95	21 10	2 04
West Virginia.....	16	254	165	18	44 87	14 76	24 17	3 65

Canadian Union Conference.

Maritime Provinces.....	11	263	173	.....	71 26	30 82	14 26	17 62
Ontario.....	31	519	393	22	164 38	43 21	78 65	19 95
Quebec.....	14	209	133	6	31 40	4 77	19 45	5 02

Southern Union Conference.

Alabama.....	20	205	216	7	37 11	20 55	9 54	50
Carolina.....	20	203	206	7	37 71	11 41	9 47	2 38
Cumberland.....	17	542	417	.....	80 14	44 08	31 83	75
Florida.....	16	368	268	5	68 41	32 50	34 56	1 35
Georgia.....	8	139	112	.....	43 55	5 74	11 11	2 38
Louisiana.....	13	184	138	13	42 04	15 50	16 93	2 50
Mississippi.....	19	160	131	46	14 80	7 05	5 56	1 00
Tennessee River.....	11	350	266	3	47 49	20 85	26 64	.....

Lake Union Conference.

Indiana.....	73	1273	925	9	259 25	113 79	103 81	28 11
East Michigan.....	45	1348	894	13	250 68	124 25	129 98	36 41
West Michigan.....	70	2279	1742	33	568 16	173 65	272 60	121 02
North Michigan.....	36	784	400	21	131 20	62 00	33 85	10 53
Superior Mission.....	11	216	133	15	43 63	13 58	22 50	5 85
Ohio.....	69	1588	1110	8	440 17	180 18	186 23	45 93
Northern Illinois.....	37	1274	854	61	322 58	88 95	160 83	19 86
Southern Illinois.....	28	596	466	57	101 67	42 70	51 99	6 98
Wisconsin.....	112	2444	1729	11	489 52	173 63	292 83	23 06

Northern Union Conference.

Manitoba Mission.....	35	445	314	20	77 99	14 27	49 12	5 30
Minnesota.....	138	2463	1645	121	500 04	192 42	213 57	52 09
North Dakota.....	31	725	506	78	112 54	10 45	97 59	9 78
South Dakota.....	39	753	498	45	144 04	42 42	101 62	.....

Central Union Conference

Colorado.....	63	1597	1123	17	514 64	171 51	271 46	71 67
Iowa.....	171	3023	2235	76	510 55	180 29	260 11	57 53
Kansas.....	99	2120	1435	25	297 33	123 42	183 72	108 61
Missouri.....	55	1414	995	75	268 68	108 59	136 36	11 64
Nebraska.....	104	2060	1453	27	396 79	138 68	225 81	36 08

Southwestern Union Conference.

	No. Schools	Pres't Mb'ship	Average Att.	Home Dept	Total Contributions	Ex. of Schools	Donations to Miss'ns	Donations for Orphan's
Arkansas	19	300	229	25	25 42	6 87	17 32	25
Oklahoma	50	1104	782	7	138 07	28 12	92 41	14 41
Texas	30	1086	725	.....	139 66	38 21	70 79	13 21

Pacific Union Conference.

Alaska Mission .....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	5	69	62	.....	21 45	9 10	12 35	.....
British Columbia .....	.....	.....	.....	.....	.....	.....	.....	.....
California	99	3138	2411	73	826 84	452 23	318 48	7 58
Hawaiian Mission .....	.....	.....	.....	.....	.....	.....	.....	.....
Montana	30	529	409	13	175 80	54 27	112 48	.....
Southern California .....	.....	.....	.....	.....	.....	.....	.....	.....
Upper Columbia	46	1352	1002	41	347 16	98 85	247 81	50
Utah	6	143	106	9	26 71	25 46	1 25	.....
Western Oregon	47	1183	860	15	239 46	64 28	171 70	37 90
Western Washington	28	803	581	10	103 10	61 13	102 21	6 33

*Australasian Union Conference.

New South Wales	21	707	536	40	181 06	31 36	163 30	.....
New Zealand	67	579	436	46	213 24	.....	173 12	.....
Queensland	7	218	.....	7	54 32	.....	43 37	.....
South Australia	13	350	.....	3	106 65	.....	66 97	.....
Tasmania	10	261	189	13	95 49	.....	64 58	.....
Victoria	16	610	.....	19	196 28	.....	137 12	.....
West Australia	11	208	156	11	140 89	.....	100 88	.....

*European General Conference.

British	26	726	.....	.....	73 43	.....	73 43	.....
Central European	29	589	444	.....	141 52	3 17	124 45	.....
Denmark	25	599	340	.....	72 02	1 52	70 50	.....
†German	167	3596	2791	.....	655 67	.....	655 67	.....
Norway	20	455	334	4	73 85	.....	73 85	.....
Sweden	28	413	.....	.....	75 95	.....	75 95	.....

*Miscellaneous Conferences and Missions.

Argentine Republic	21	388	227	.....	59 88	.....	.....	.....
Brazil	19	513	378	.....	59 78	.....	59 78	.....
Bermuda	2	18	14	7	2 15	98	.....	.....
Basutoland, Africa	1	28	25	.....	4 74	.....	.....	.....
Matabeleland, Africa	1	73	52	.....	5 66	61	5 05	.....
Central America	10	205	172	17	28 40	18 65	.....	.....
China	2	16	.....	.....	6 69	.....	.....	.....
Cook Islands	4	60	39	.....	5 68	.....	5 68	.....
Finland	4	36	25	2	21 94	1 45	21 94	.....
Friendly Islands	1	16	16	.....	15 66	.....	15 66	.....
Iceland	1	11	.....	.....	.....	.....	.....	.....
Japan	5	.....	62	.....	3 90	25	3 65	.....
Oriental	17	200	.....	.....	10 08	.....	.....	.....
Pitcairn Island	1	122	98	.....	2 66	6 75	.....	.....
Society Islands	7	89	79	.....	13 49	.....	13 49	.....
West Indies	70	1810	991	.....	142 97	.....	.....	.....
West Coast, S. America	10	95	95	.....	2 47	.....	2 47	.....
Total	2717	58630	39728	1448	\$12091 73	\$3631 98	\$6930 19	\$ 944 00

*For quarter ending Dec. 31, 1902.

†In the last published Summary the German Conference should have been credited with \$2,315.25 donations to missions during the year 1902.

MRS. L. FLORA PLUMMER, Cor. Sec. S. S. Dep't.

WITH THE TEACHERS

Sweet Clover

"Sweet by the roadsides, sweet by rills,
Sweet in the meadows, sweet on hills,
Sweet in its white, sweet in its red,—
Oh, half its sweetness cannot be said;—
Sweet in its every living breath,
Sweetest, perhaps, at last, in death!
Oh! who knows what the clover thinks?
No one! unless the bob-o-links!"

—Saxe Holme

Suggestive Course of Study in Agriculture

[The following outline of instruction in soil culture and plant physiology has been conducted in the higher class of rural schools in Germany. Although it may not be applicable in every detail to the work in our elementary schools, it will at least prove suggestive to the teacher who is searching for light.—EDITOR.]

FIRST YEAR

April and May.—(1.) Inner structure of plants; plant cells and tissues and their functions. (2.) Outer divisions of plants: (a.) The roots—their function in the nourishment of plants by the absorption of mineral matter, as phosphorus, potassium, sodium, iron, chlorin, and water; (b.) The trunk—its branches and buds, the structure of the cambium, and the occurrence of ring-growths.

June.—(1.) The leaf; the nature and function of chlorophyll in the life of the plant and the effect of light on chlorophyll development; breathing of plants; nourishment of plants from atmospheric constituents—carbon, nitrogen, oxygen. (2.) The blossom and its fertilization. (3.) The fruit; seeds; reproduction of plants by seeds and by division of members.

July.—(1.) The soil and its improvement—lime soil, clay soil, loams, sand. (2.) The using up of plant food and its replacement by rotation of crops and natural means of fertilizing. (3.) Influence of the climate on plants.

August.—(a.) Fruit culture. (1.) Planting and nursery management of seedlings. (2.) The most important methods of fruit improvement—root and stem grafting and

budding with active and dormant buds. (3.) Management of improved seedlings in the nursery—formation of the trunk and top; transplanting; handling of trained trees, especially espalier forms, with reference to their training against schoolhouse walls. (4.) Culture of small fruits—gooseberries, currants, raspberries, strawberries, and blackberries; setting grape vines and their after-culture.

September.—(b.) Fruit utilization. (1.) Ripening of the fruit; gathering, sorting, and storing winter fruits. (2.) Fruit varieties—selection of the more commendable sorts with regard to their suitableness to different climates and soils and at varying altitudes. (3.) Drying fruits; preserving, etc. This work is planned especially for the girls.

October and November.—(c.) Fruit-tree management. (1.) Planting trees; pruning the roots and branches; watering newly-set trees and tying to stakes. (2.) Care during the first year; top pruning. (3.) Management of old trees—rejuvenating by pruning, grafting, and scraping the bark. (4.) Diseases of fruit trees and their prevention—knot growths, blights, gum excrescences, and frost injuries.

December.—(1.) Enemies of fruit trees in the vegetable kingdom—mistletoe, mildew, lichens, and moss. (2.) Animal enemies of fruit trees—rabbit, mole, marmot.

January.—June bug; plum, apple, and pear curculios; wasps; white butterfly; woolly aphid; and winter cankerworm.

February.—Minerals: Soft coal; stone coal; petroleum; clay and its application in the manufacture of pottery and bricks; table salt.

March.—Iron, lead, copper, nickel, gold, silver.

SECOND YEAR

April and May.—(1.) Garden work—laying out plats, spading, fertilizing, sowing seed, watering plants, hoeing. (2.) Vegetables—white and red cabbage, savoy cabbage, lettuce, spinach, carrots, and onions.

June.—(1.) Legumes—beans, peas. (2.) Asparagus, cucumbers. Utilization of veg-

etables—canning, drying. (4.) Field work—plowing, harrowing, rolling.

July.—(1.) Field crops: Cereals—rye, wheat, oats. (2.) Potatoes, beets. (3.) Fodder crops—clovers, grasses.

August.—(1.) Necessity of crop rotation. (2.) Weeds in garden and field and their eradication. (3.) Animal enemies of plants and their control—field mice, phylloxera, asparagus fly, ground flea.

September.—(1.) Cabbage butterfly, pea weevil, gooseberry measuring worm, army worm. (2.) Useful insects: Bees, ichneumon fly; useful mammals—mole, hedgehog.

October and November.—Plant enemies among the birds—swallow, nightingale, lark, robin, owl.

December.—Domestic animals—dogs, cattle, horses, chickens, doves.

January, February, and March.—Physiology of man.

Spare the Birds

BY W. E. HOWELL

Birds are much admired for their plumage, and loved for their cheery songs. Their sprightly movements and tireless activity afford a wholesome diversion for the mind. Their industry and temperate habits are a constant example to us who are less natural in our mode of living. We welcome them as the harbingers of spring and companions of our toil. We delight in their architectural and mechanical skill, and in their parental instincts. In all these respects, there is scarcely a member of the numerous family of the more domestic animals, whose loss we should sense more keenly than that of the birds.

But besides all this contribution to our happiness and welfare, birds have an economic value under the conditions that sin has imposed, that is not justly prized by all. Their true mission to our orchards, our meadows, and our grain fields, is often misjudged: our best friends are sometimes very imperfectly understood.

The following information concerning the practical service of birds to agriculture,

is gleaned from the *Farmers' Bulletin* sent out from Washington. The knowledge of their feeding habits here given was gained by actual examination of the contents of thousands of bird stomachs, largely during the season from May to October. The chief value of birds, to the farmer, lies in their capacity to destroy insect and weed pests, and in their ability to drive away robbers of their own kind that prey upon domestic fowl and their young.

THE CUCKOO

In the contents of one hundred and nine stomachs of the cuckoos, were found one thousand eight hundred and sixty-five caterpillars, ninety three beetles, two hundred and forty-two grasshoppers, thirty-seven sawflies, sixty-nine bugs, six flies, and eighty-six spiders—all except one, or possibly two, more or less harmful to agriculture. One stomach alone had two hundred and fifty caterpillars and two Colorado potato beetles; another two hundred and seventeen fall web-worms.

THE WOODPECKER

Woodpeckers are much suspected of injuring trees; but, with the exception of one species, they leave no harmful marks upon healthy trees, but confine their work wholly to those affected by wood-boring larvæ, which the birds are able to locate accurately—probably by their acute hearing—and which they dislodge and devour. Should ants or other insects occupy the holes made in destroying the borers, they in their turn are eaten by the birds. Many ants literally honeycomb whole trunks of useful timber; and since they are not accessible to any other bird, the woodpecker, with his especially fitted beak and tongue, becomes the great preserver of our forests, and to some extent, of our fruit trees. Two stomachs of the flicker—one of the larger woodpeckers—contained each more than three thousand ants! The "sapsucker" does drill holes in the bark of trees, and drink the sap; but as a compensation, it eats multitudes of insects attracted by the sweet fluids. The vegetable diet of the

woodpecker family consists of certain wild fruits and the seeds of weeds and shrubs, such as poison ivy, sumac, and others, excluding almost entirely cultivated crops.

THE KINGBIRD

About ninety per cent of the kingbird's food consists of noxious insects—May beetles, click beetles (whose larvæ are called wire worms), weevils (which prey upon both fruit and grain), wasps, wild bees, ants, grasshoppers, crickets, leaf-hoppers, robber-flies (which prey upon honey bees), cutworms, and such like.

Often accused of preying upon honey bees, two hundred and eighty one stomachs of the kingbird showed only fourteen with remains of honey bees,—but fifty individuals in all, of which forty were drones, four were certainly workers, and six were indeterminate. Not a trace of honey bee could be found in the stomachs of a number of kingbirds killed near hives.

The vegetable part of the kingbird's diet consists almost entirely of wild fruit, despite the fact the home of his choice is in our orchards.

Its pluck and success in routing hawks and crows from farmyards and the nests of other birds, are well known.

THE PHŒBE

The stomachs of eighty phœbes, showed that ninety-three per cent of its food consists of destructive insects, with seven per cent of wild fruits. Since it rears two broods a year, with four to six young in each, its value as an insect destroyer, is comparatively great.

THE CROW

What can be said of the marauding crow—that pilferer of the cornfield, that bandit of the chicken-yard! That he is guilty of these depredations is beyond question; but that he compensates in large part for the tribute he exacts, is also evident. A little care will avoid any considerable loss from his incursions. If seed corn is tarred before planting, he will not only spare the corn, but resort to insects for food. Keep-

ing poultry within proper range of farm buildings, will secure them against his attacks.

The crow serves us well in destroying harmful insects, such as beetles of various kinds, grasshoppers, cutworms, bugs, and spiders. Always remember that the crow is not the only creature whose "sweet tooth" leads him into questionable practices.

WEED DESTROYERS

Among the most valuable consumers of weed seeds, are the redwinged blackbird, whose whole food in winter, and fifty-seven per cent of it during the entire year, consists of the seeds of the ragweed, barn grass, smart-weed, and about a dozen others; the meadow lark, whose food from November to April is seeds of weeds; and, above all, our native sparrows, the great bulk of whose food is made up of grass and weed seeds. The amount consumed by sparrows is immense, it being estimated, on a very conservative basis, that from October to April they devour a total of one million seven hundred and fifty thousand pounds, or eight hundred and seventy-five tons, of weed seed, in the State of Iowa alone. How valuable a cohort of effective soldiery in battling with weeds, the farmer has in these active little creatures, he may estimate by counting and weighing the seeds of a single ragweed, then approximating those on a hundred square feet of ground and on an acre, and then judge of the crop he would have next year, but for the aid of the birds.

Space forbids even the mention of numerous other birds that play an important part in assisting man to combat the results of the curse upon the ground. This brief mention of a typical few, should suggest the value of becoming better acquainted with our feathered friends, should provoke us to the good work of protecting them to the extent of our ability and influence, and should call forth deep gratitude to God for this beneficent provision of reinforcements in the contest with evil, and for the addition to our happiness, through the eye and

the ear, that is afforded by the beautiful songsters.

The foregoing was the theme of a nature study recently had in the assembly room of Emmanuel Missionary College. Teachers and students contributed bits of personal experience and observation on birds and other animals, which had a bearing upon the general topic. One teacher and his class had observed a moth miller on the window sill of their class room, which had just deposited its eggs. By actual count they numbered one hundred and fifty-two, all but two of which hatched within a few days. This enforced the idea that if insects multiply in this ratio, our land and dwellings would be as literally overrun with pests, as was Egypt with frogs or with lice, if the birds did not come to our aid. Students are encouraged to draw lessons from nature, by observation and experience, during the week, and at its close to bring the results together for mutual benefit.

It was clearly developed during this particular meeting, that we have no duty to spare harmful or annoying insects or animals, but that we should never annoy or mistreat harmless or useful ones. That there should occur, even in Holy Writ, the figure, "Flee as a bird to your mountain," or, "Our soul is escaped as a bird out of the snare of the fowler," is a comment, if not a rebuke, upon the dealing of man with those creatures that were meant to be his benefactors.

God bless the birds!

The Path Across the Berrypatch

A LESSON IN DISCIPLINE

Five acres of land had been plowed and set out to strawberries and raspberries. The young plants were just taking a start in the soil, and the first indications that the plants were ready to grow were apparent, when the teacher discovered a path across that soft and mellow ground—a diagonal path right through the patch. For was not that the shortest way from the home to the river?

I listened while the teacher sought to correct the habit. It served as a lesson in discipline well worth the attention of every teacher. He called the attention of the students to the facts in the case, and then said: "We have tried to follow the instruction that Mr. Kellogg, known as the Strawberry man of Michigan, gave us last summer. He told us that in cultivating berries we should select a man with small feet, and while we may not have been able to do this, our boys do make as few foot impressions as possible. The one who follows the plow takes long steps, and in hoeing we work two rows at a time that there may be as few foot-prints as possible; for Mr. Kellogg tells us that every foot-print on the soil means the loss of at least one quart of water. The reason is this: when the soil is pressed down, evaporation is hastened."

The teacher then made a touching plea for the lives of the strawberry plants that had been deprived of gallons of water by thoughtless boys who had stepped on their beds.

And then there was one propagating plant which had been crushed by some careless foot, a plant that during the season would give life to thirty or forty new plants. Its life had been taken—thoughtlessly taken. It was a part of God's life, too, and who would answer for it?

The lesson was so full of instruction that it made one long for an opportunity to help cultivate all flowers in a way similar to this.

Why not let profitable instruction, which will appeal strongly to the minds of the children, take the place of the "Don't Method?" Then will your children become co-laborers with you.

M. B. D.

Helps in Teaching Agriculture

Granted that the teacher's mind has been thoroughly convinced that agriculture should be made the A B C of manual training in our schools, the question arises, How shall I conduct these studies? Other teachers have done it, to be sure, but where

shall I gain the necessary information? This subject presents a wide field for supplementary reading on the part of teachers. While no text-books have been prepared for use in elementary schools yet our teachers may have access to works which will be of great help to them. The Macmillan Publishing Company issues what is known as "The Rural Science Series," edited by Professor Bailey, of Cornell University. Some of the books in this series which will be of special help to teachers are, "The Soil," by F. H. King, of the University of Wisconsin; "Principles of Agriculture," by L. H. Bailey; "Principles of Vegetable Gardening," by L. H. Bailey. "Fertility of the Land," by I. P. Roberts.

If you have any one of these books in your possession you will be able to learn from the advertising pages contained in it, of other works which you may wish to secure. By taking advantage of the publications of the Department of Agriculture of the United States, and of the various agricultural colleges and experiment stations, teachers may have in their possession live matter on an endless variety of subjects. Reference is often made in the pages of the *ADVOCATE* to these different publications.

By application to the United States Department of Agriculture, Division of Publications, Washington, D. C., you will receive a monthly list of publications, in nearly every one of which you will find a number of pamphlets which would be of special use in the schoolroom. I will give you the titles of a number of these pamphlets, that you may see how thoroughly practical they are: "How Birds Affect the Orchards," "Some Common Birds in Their Relation to Agriculture," "Weeds and How to Kill Them," "Alfalfa as a Fertilizer," "The White Ant," "Cockroaches," "Tomato Growing."

M. B. D.

Making a Garden

H. D. Hemenway, Director of the Hartford School of Horticulture, gives the following instruction:

Where conditions are favorable for the

individual garden, this is to be preferred, since it gives a certain amount of responsibility and interest that the general garden does not. It shows exactly what the individual is doing, and helps to develop the individuality of the child. Where possible, it is better to grow both vegetables and flowers. In growing crops, grow common things.

If the gardens are individual, they should be staked out with a stake at each corner, which is driven securely into the ground. It is easier to keep track of the pupils by number than by name, especially if there are many of them. Where the gardens are of large size it is easier to have them longer than wide. If the gardens are open to exposure on all sides, the rows should run either north and south or east and west.

It is not wise to use toy tools. The triangular hoe, which strawberry-growers use, will be found efficient for all purposes. Any child large enough to work in a garden can handle a ten or twelve tooth rake. A line is indispensable and should be long enough to go around the entire garden. If small crops are grown, the hand-weeder will be found useful. Where the children spade up their own gardens, the spades should be smaller than the ordinary garden spade.

Perhaps the most serious problem, especially to the city school, after the necessary land has been obtained, is, How shall we prepare and properly fertilize it? This is a difficult question to answer, as the soil is hardly alike in any two places. While fertilizers are usually necessary, tilth is of far greater importance.

If the plot of ground is large enough, it should be thoroughly plowed. Where the sub-soil is very compact, the plow should be followed in the same furrow with the sub-soil plow. Small lots, too small to be economically plowed, should be thoroughly spaded, and where the sub-soil is impervious, it can be trenched. If the ground is in turf, it should be well turned and then thoroughly harrowed.

If the land is not in turf, or if the turf is decayed after plowing, it should be re-plowed, running the furrows in the opposite direction. If spaded, the soil should be turned deep. It can again be lightly spaded. The aim should be to give thorough tillage to obtain all possible from the land.

PROGRESS

Educational Institute

The Institute held at Berrien Springs, Mich., June 24-29, was an interesting conference. The attendance of about two hundred included many church school teachers, principals of the intermediate schools of Lake Union Conference, the educational superintendents of Lake Union Conference; Elders A. G. Daniells, William Covert, I. J. Hanks, S. E. Wight, Prof. Frederick Griggs, secretary of the Educational Department of the General Conference, and from a distance, Professor Cady of Healdsburg College; J. S. Osborne, educational superintendent of California; J. W. Beach, principal of the Elk Point, South Dakota, industrial school; Homer W. Carr, educational superintendent of New York; C. F. Betts, educational superintendent of Dakota; M. B. VanKirk, educational superintendent of Minnesota; Mrs. Flora Williams, and others.

A spirit of co-operation and hearty good will was manifested in formulating plans for the progress of the educational work. Doctor Kellogg addressed the assembly Sabbath afternoon.

Following are some of the subjects discussed during the convention: The Mission of Christian Schools in the Evangelization of the World, Young People's Conferences, The Relation of the Sabbath School to the Christian Day School, The Strongest Schools Should Be in the Country, How to Start an Exodus from the Cities, Manual Training in Christian Education, The Distinctive Work of Elementary Schools, Intermediate Industrial Schools, and Training Schools, The Proper Support of Christian Schools, Methods of Teaching in Christian Schools, Text-books as a Factor in Training Missionaries, The Publication and Handling of Educational Literature, The Missionary Training School of Correspondence, Uniform Examinations for Elementary and Intermediate Schools, etc.

The readers of the *ADVOCATE* would probably enjoy a full report of the discussions, but it is impossible to give that.

The practical feature of the subjects will appeal to all. Before the Institute closed, a summary of the week's work was presented, in the form of the following recommendations:—

1. **THE GOSPEL.**—In order that Christian schools may remain a potent factor in the work of speedily carrying the gospel to the world, we would urge all teachers to keep constantly in mind and before their students the truth that the coming of Christ is near.

2. **YOUNG PEOPLE'S CONVENTIONS.**—We would encourage the holding of young people's conventions in various conferences at such times and in such places as may be deemed best for the purpose of developing among our young people practical missionary and educational workers.

3. **SCHOOLS IN THE COUNTRY.**—In view of the increasing perils of city life, and the fact that country influences are more conducive to the development of character than are those of the city, we urge teachers to use every rational means to attract our people to homes in the country.

4. **MANUAL TRAINING.**—In recognition of the fact that students coming from our schools in the past have been out of touch with practical, every-day life, we would emphasize the importance of manual training in our schools as a means of impressing our youth with the thought that life means earnest work and the bearing of responsibility, and that to this end we employ skilled instructors who will do definite and thorough work, giving agriculture the first place, and making it the foundation of the various manual training classes in all our schools.

5. **LENGTH OF TERM.**—That we shall consider the idea of so regulating and adjusting the work of our schools that long vacations will become unnecessary, and that for the present, nine months be considered the minimum term.

6. **HOME SCHOOLS.**—That so far as possible families so situated that they cannot connect with one of our elementary Christian schools be encouraged to procure a teacher for training of their children in the home.

7. **SUPPORT OF SCHOOLS.**—In view of the fact that the present plan of supporting Christian schools is inadequate and unsatisfactory, we would urge upon all our people, especially conference and educational workers, the importance of giving this matter careful study, to the end that some better plan may be devised.

8. **METHODS.**—That we follow the light given regarding the methods of teaching in Christian schools, regardless of whether it may lead us nearer to, or farther from, the methods adopted by the secular schools.

9. **TEXT-BOOKS.**—That we recognize the value of text-books free from the errors common to those used in secular schools, and that we encourage teachers to prepare such books so far as they may feel called of God to do so, and that until such books are prepared, we continue to use those which are most nearly in harmony with the work of Christian education.

10. **EDUCATIONAL LITERATURE.**—That the teachers be requested to make a special effort to circulate the book "Education;" and that all our people be urged to place in the hands of their friends and neighbors, Elder Jones's book entitled, "The Place of the Bible in Education," making a special effort to reach public school teachers with this work.

11. **CORRESPONDENCE SCHOOL.**—That Emmanuel Missionary College be requested to conduct a Correspondence Study Department for the benefit of those of our young people who do not have an opportunity to attend our schools, and that the courses of study offered be of such a nature as to enable the students completing any subject in the course to receive credit in our intermediate schools and training schools.

12. **LIBRARIES.**—That, as teachers, we recognize the importance of having a good reference library in connection with every school, and that we make an earnest endeavor to obtain such a library where one does not already exist.

13. **GRADING.**—That this convention put itself on record as being in harmony with the resolution adopted by the Educational Council at College View, Nebraska, recom-

mending the use of Professor Lewis's "Manual for Home and Church Schools," as a guide in organizing and grading elementary schools.

The following additional recommendations were passed by the body, with the request that they appear in the *Review and Herald* and the *ADVOCATE*:—

Voted to request the Advocate Publishing Company to handle such books as are used in Christian schools, and to publish a list of such books.

Voted to have the educational superintendents in each conference prepare such a list and furnish it to the Advocate Publishing Company.

Voted that church school teachers be urged to make a thorough canvass for "Education" among those outside as well as inside our church membership.

Voted to recommend to our teachers a systematic course of study in agriculture, to be carried on during the year, and that educational superintendents select a text-book for use by the teachers, and that a regular course of questions and outline of study be published monthly in the *ADVOCATE*.

Voted that a system of uniform examinations be established as follows: (a.) That questions be prepared by a committee in each intermediate school district, composed of the principal of the intermediate school, the educational superintendent in that district, and one elementary teacher, to be selected by the principal and superintendent. (b.) That these questions be prepared twice each year, and sent under seal to each elementary Christian teacher, the envelope to be opened in the presence of the pupils on the day of the examination. (c.) That the questions cover school work in the sixth, seventh, and eighth grades. (d.) That so far as possible the examinations be under the supervision of the educational superintendent, or some one appointed by him.

WALLA WALLA COLLEGE has opened a German department.

NINETY thousand copies of the July *Life Boat* were put in circulation.

School Gardens

During the Institute held at Berrien Springs, the subject of school gardens called forth vigorous discussion. Experience has shown that the cultivation of the soil, even on vacant lots in the cities, results in creating a love for country life. One problem which our elementary teachers are obliged to meet is how to carry on the garden when there is no school during the summer season. Some thought it would be well to have the strongest term's work in the summer, with a vacation during cold weather. Elder William Covert expressed himself as in favor of recognizing each church school teacher as a church officer, elected by the church as the elder or deacon is elected. Should such a plan be followed, the teacher would remain with the school throughout the year. This would help solve the garden problem.

A few acres of land properly cultivated will, to a large degree, meet the teacher's expenses. One acre of strawberries will yield from one hundred fifty to three hundred dollars. A report came from Bethel Academy that on one day fifty crates of berries were picked from one acre, and were sold at the rate of \$1.40 a crate. If parents are expected to cut down their large farms, the principle of intensive farming must first be taught in our schools.

Professor Haughey spoke of his experience in raising plums. Seven acres yielded thirteen hundred dollars in one year. Every teacher, he said, should understand how to prune trees, how to set out plants, etc.

Mrs. Sutherland told the teachers of a work which could, even under existing circumstances, be carried on during the school year. The cultivation and gathering of strawberries falls within the regular school term. A strawberry patch may be made the basis for work in arithmetic. Students and teacher may study together the botany of the plant, and make this the basis for the study of comparative physiology. There are many bulbs which should be planted in the fall, and which will blossom early in the spring. Early

vegetables can be raised by the children, and if the garden is near a city, the produce of the garden can easily be sold.

The teachers were inspired with a desire to begin the work in gardening with the opening of school this fall. M. B. D.

Manual Training in an Elementary School

Miss Sarah Peck, at the close of her term's work in the elementary Christian school at Sanitarium, California, writes:—

"Our industrial hour was one of the most profitable, as well as one of the most interesting, parts of the program. We had one class (the youngest) in cardboard work, two classes in sewing, and one class in chair-caning. These recited together every day for forty minutes, except on Fridays, when the work was omitted. Each one who entered the chair-caning class caned at least three chairs before he was advanced to another line of work. Quite a number of them completed their work during the year, and they did it so nicely that our furniture dealer in town is now voluntarily soliciting work for us in this line. We charged seventy-five cents for each chair, and as the material costs only about half as much, the industry is the source of a little income. After paying all our expenses in all our lines of work, and paying our tithe, we had five dollars left, and this the children voted to donate to the Huntsville Industrial School for colored workers.

"Our beginning class in sewing made a fine large comforter, which from the first they decided to donate to the Southern Missionary Society. It would have done any one good to see the enthusiasm these little ones manifested in their work, and the genuine pleasure they got out of it. They even tied the quilt, after it was put on the frames. They seemed ambitious to do every stitch themselves. The quilt, with some of the other pieces of their work, was on exhibit at the closing exercises of the school, and the neat work and the fine appearance of the quilt was the subject of much remark by parents and friends.

"To keep track of the expenses and the money received in their industrial work, the children chose a treasurer from among their number. I furnished him with a bill-head pad, a receipt book, and a small account book. He kept ten personal accounts, and a separate cash account for each industrial class, and at the close of the school, he rendered his financial statement.

"I do not believe there is anything, aside from the direct working of the Spirit of God upon the heart and life, that can do more toward developing manly and womanly character than industrial work. It has had a moulding influence for good upon the children in our school.

"Our recesses were spent in clearing the grounds, gardening, and chopping wood. It seems to me that I could never again be induced to spend a recess in an undirected way. Aimless noise and tumble can just as well be supplanted by enjoyable out-of-door labor. Our boys this year supplied the school with all the wood it has used, so that there has been no expense for this. They also have a nice little pile ahead for next year. The school was provided with a wood saw, but the boys brought their own axes from home. The children also took turns in sweeping and caring for the schoolroom, and almost without exception enjoyed this work. Of course, I helped them, so that it would not seem a wearisome task.

"Next year we hope to add the use of carpenters' tools, and something in the line of basket-making, to our industries. We already have two benches that provide working room for eight boys at one time, and we have a very nice lot of common tools. I have been taking some lessons from an excellent cabinet-maker, and the boys are looking forward with pleasant anticipation to their work next year. The county superintendent of public schools visited us, and seemed interested and pleased with our work."

Of Israel's experience in the wilderness it is said, "What an industrial school was that."

Help Wanted in Manual Training

BY MRS. NORA AMMON

I have what, to me, seems a serious problem. I am teaching a small school in one of the largest cities in the State of Michigan. My schoolroom is crowded if I have an attendance of fifteen. We are in one corner of a city lot behind a large building. The only play-ground for the children is an open space about twenty feet square. Back of the building is a vacant lot. How shall I go about it to secure the use of this as a garden? If I am able to get it, what shall I plant? It has been a run-way for the boys of the alley. These same boys have broken our windows and scattered our floor with dirt. Will they have any respect for a flower and vegetable garden? Many of my patrons have little faith in education outside of books. Shall I introduce manual training into the school, and trust God to bring this kind of instruction into favor with the patrons, the children, and those around me? I should be glad to know of the experience of other teachers. What would you do if you were in my place?

The editors of the *ADVOCATE* have kindly consented to receive your answers and send them to me. I want some practical suggestions.

Institute for Colored Teachers

A ten weeks' institute for colored workers is in progress, conducted by the Educational Department of the Southern Union Conference, at Huntsville, Alabama. This is the beginning of an effort to hasten the preparation of laborers for active missionary work in the South.

The Institute opened the first of July. It is for adults only,—colored teachers and workers who desire to prepare themselves to labor among their own people.

This movement corresponds to the effort begun in the North six years ago for the training of elementary Christian teachers.

It is unfortunate that it was not started earlier, for there is no more needy field than the Southern States. Such an Institute,

held in connection with the school at Huntsville, will do much to develop that school into a real training station. Herebefore it has been filled with a younger class of students, but as the result of the Summer Institute, plans will be laid for the opening of a number of small schools similar to those now conducted in Mississippi, under the direction of F. R. Rogers, educational superintendent. When the children and youth are provided for by mission schools near their own homes, the Huntsville school will be left free to offer special training for Christian workers.

Timely Instruction

Elder and Mrs. S. N. Haskell spent ten days with the summer school students at Berrien Springs. Elder Haskell conducted studies on the book of Daniel, his work, "The Story of the Prophet Daniel," being the basis of these. By vote of the school, Friday, Sabbath, and Sunday, July 10, 11, and 12, were devoted in a special manner to religious instruction. This also brought light and blessing into the Assembly. Many have already borne testimony to the fact that Christian education means vastly more than they had ever dreamed. There is whole-souled consecration to this part of the closing work by many young people.

"Bible Training School"

The life and work of *The Bible Training School* was explained by Mrs. Haskell to the students at the Summer School, and they were shown how they could make use of the paper in the class-room, and as a canvassing medium in the cities.

Over four thousand five hundred subscriptions were taken among the students, and an additional two thousand on condition that the subscribers teach in the city. These orders were for clubs ranging from ten to five hundred to a single address.

During the past year elementary Christian teachers have worked so vigorously and with such success for the *Life Boat*, that, as a class, they are acknowledged by the editor of that periodical to have been

one of the most potent factors in rapidly raising its circulation to one hundred and fifty thousand copies. This year the teachers from the Assembly at Berrien Springs propose to continue their work for the *Life Boat*, and add to it *The Bible Training School*.

Arithmetic from the Orchard

While thinning the plums on the trees in the orchard of Emmanuel Missionary College the mind of the instructor, who is also the teacher in mathematics, was working problems.

He repeated to himself this rule, "Any two similar solids are to each other as the cubes of their like dimensions." Then he reasoned: If I do not thin the plums, they will average one-half inch in diameter; after thinning I expect them to be at least one and one-half inches in diameter. Of course the number of plums will be greatly lessened; will it pay to do this?

The class was asked to solve the following problems:—

I

What is the relative size of two plums, one of which is one-half inch in diameter, and the other one and one-half inches in diameter?

II

The quality being the same, from a mathematical standpoint which would you prefer, one plum one and one-half inches in diameter, or twenty-five plums one-half inch in diameter?

III

If it requires fifty-four minutes to pick a fifth-bushel basket of plums one-half inch in diameter, how long would it require to pick twenty-seven baskets of plums one and one-half inches in diameter, provided it requires no longer to pick a large plum than a small one?

IV

If by taking off three-fourths of the plums from a tree, the diameter of the plums which remain is twice what it would have been, and the price per bushel is doubled, or two dollars, how much would be gained

by thinning a tree from which three bushels of plums are taken after thus thinning, the cost of thinning being fifty cents a tree?

V

How much would be realized from an acre of plum trees, set sixteen feet apart each way, provided they are thinned, and yield as above?

A Suggestion

BY VINA M. SHERWOOD

"As a relaxation from study, occupations pursued in the open air and affording exercise for the whole body are the most beneficial. No line of manual training is of more value than agriculture. A greater effort should be made to create and to encourage an interest in agricultural pursuits."

Although many of us, as teachers, most heartily wish to carry out the above instruction, we feel that our knowledge of agriculture is too limited.

Thinking, perhaps, there are some teachers like myself who are not so fortunate as to attend the Summer School to receive this instruction, I will offer the following suggestion, which may be helpful in learning these things at home.

If we are wide-awake, we may observe some old farmer whose garden indicates that he takes much pride in caring for it. If we should show him that we are interested in gardening, and especially interested in his garden, he will be pleased not only to teach us many practical facts, but will show us how he actually develops these, and the reasons why.

The plan I follow is to take a note book with me, having previously prepared the pages with topics. For example, under the subject *Beans*.

1. Time of year to plow ground.
2. Manner of cultivating.
3. Manner of marking.
4. Manner and time of planting.
5. Variety of beans giving the best results.
6. How to care for growing vines.
7. Best method of harvesting.

Then, whenever a point of value is given during the conversation, it is jotted down under its proper heading. This topical arrangement saves time in preparation for actual schoolroom work.

Although one might think that he would receive a one-sided education in methods, yet I believe that the practical manner in which a gardener of long experience can give instruction need not be despised, although he does not make use of the most scientific terms.

This study, together with the study of some scientific book on gardening, will at least enable one to make a beginning.

MRS. E. G. BENNETT presented to her school at Harvey, Illinois, the need of a fund for publishing educational literature, and in response, the children brought their pennies and nickels and placed them in the offering box which stood on the teacher's desk. When the box was opened, it was found to contain one dollar and fifty cents. The teacher writes, "The children were very much interested, and wished to help to buy the engine to run the press which shall print books for our school room. We only wish we had more to send."

A BUSINESS man from Milwaukee, after visiting the industrial school at Sheridan, Ill., and inquiring carefully into the plan of work, wrote, "I am very much interested in the work of the Sheridan industrial school, and hope that conditions will soon warrant the enlargement of the plant. It seems to me the facilities are exceptional, the location is ideal, and the work in general is satisfactorily performed, all of which is sufficient inspiration to develop to the fullest the faculties of interested students." Referring to his son, he said, "I wish my boy had had an opportunity to attend such a school as this. He would today be a different man."

I. C. COLCORD, principal of the Anglo-Chinese Academy, has lately been employed to conduct a night school in the Imperial Chinese Consulate, having for his students the consul-general and his three secretaries.

PUBLISHERS' PAGE

Subscription, single copy, 50 cents per year

In clubs of two or more to one address, 40 cents.

To foreign countries, single copy, 75 cents a year.

Address all communications and make all checks payable to THE ADVOCATE, Berrien Springs, Mich.

School Gardens.—If you want some interesting reading matter on the subject of school gardens, send for "The Report of the Director of the School of Horticulture," Hartford, Connecticut. It tells what has been done, and may help you to plan for your school.

Walla Walla College.—The new calendar for Walla Walla College outlines, in addition to the work previously offered by that institution, a special line of instruction in German. For a copy of the calendar, address, C. C. Lewis, president College Place, Washington.

Save the Boys, is the title of a monthly paper published by H. F. Phelps, 118 Minnehaha Boul., Minneapolis, Minn. It is also the title of a tract dealing with the evils of tobacco in every form. Send for sample copies. They may help in your work for the children and youth.

Now Ready.—The Proceedings of the Educational Conference held in College View, Neb., last June, under the auspices of the Educational Department of the General Conference, is now ready for circulation. Price 25 cents. Address, Frederick Griggs, South Lancaster, Mass.

The Advocate.—Miss Naomi Worthen, educational superintendent of Vermont, writes: "Please send seven-five copies of the July Advocate. These I wish to distribute among the public school teachers of the county, who hold a convention at Randolph this month. I hope to attend this meeting and make the acquaintance of some of the teachers, and place a copy of the Advocate in the hands of each one."

Healdsburg College.—The twentieth annual calendar of Healdsburg College appears in an attractive form. It contains cuts illustrating the work in carriage making, in the blacksmith shop, the cannery, the carpenter shop, of the broom-making class, in the laundry, the bakery, etc. The institution offers work in many practical industries, as well as a regular course of instruction for ministerial students, preparatory medical students, Christian teachers, and commercial workers. Address, M. E. Cady, President, Healdsburg, Cal.

Duncombe College Calendar.—There comes to us

a prospectus of Duncombe College, a training institution for home and foreign fields, located at 451 Holloway Road, London, England. This school is under the direction of Prof. Homer Salisbury. The prospectus announces that "the College is open to all worthy persons of whatsoever belief who have an earnest desire to fit themselves thoroughly for greater usefulness in life." London is the great center of the world. It affords special advantages for preparing missionaries for Europe and Asia. If you wish to know of the work in England, send for a copy of this prospectus.

For You and Your Neighbors.—Do people ask you why you advocate Christian Schools? How do you answer the question?

"Why Christians Should Maintain Schools for Their Children," is a twelve page leaflet which answers the question for you. It was issued at the request of the Educational Superintendents of Lake Union Conference. If you want something concise for those who inquire of you give them this leaflet. If as a Christian you do not understand the subject use this leaflet as a guide in your study. Two cents single copy. Fifty cents per hundred. Address, The Advocate, Berrien Springs, Mich.

A Book for Teachers.—"The Living Temple," the latest work of Dr. J. H. Kellogg, is a book on nature study, which should be in the hands of every parent and teacher. It is a wonderful collection of facts, all of which reveal the working of the Spirit of God in the human body. The book is the result of years of practical experience. It is an inspiration to noble thoughts and actions. Place it where children and youth have access to it. Put it into the hands of your neighbors. The proceeds from the sale of "The Living Temple" are dedicated to the development of the Medical Missionary work.

The "Living Temple" is bound in cloth, contains 568 pages, and sells for \$1.25. Address, The Advocate, Berrien Springs, Mich., or Good Health Publishing Co., Battle Creek, Mich.

Bethel Industrial Academy.—The fifth annual announcement of Bethel Industrial Academy, located at Bethel, Wisconsin, is very attractive. Why Have Industrial Schools? is one question which it answers. The correlation of mental, moral, and physical training is explained, and there is outlined for the prospective student, a strong course in the following practical subjects: Cookery, sewing, dressmaking, nursing, practical housekeeping, floriculture, carpentry, agriculture, horticulture, agricultural botany, agricultural zoology, bee culture, and nurses' preparatory course. Four years of work are offered by this institution, and besides practical work in manual training, a thorough course is given in the common branches. Parents and teachers will be interested in reading this announcement. Address, H. A. Washburn, principal, Bethel, Wis.



THE PLACE OF



THE BIBLE IN EDUCATION

At this time, when people everywhere wonder what place the BIBLE should hold in education, you should be well informed.

When legislatures pass laws regarding the use of THE BIBLE in the public schools, every one should know for himself what place the Book of books should hold in education.

Do you consider the Bible an educational book? Then to what place do you assign it in the system of schools that you advocate?

When the Bible is given its proper place in an educational system, there is developed that *threefold training* for which mankind is looking, and which develops a *perfect character*—the object of true education.

Christian Education Contrasted with the World's Education.

The Bible's Right to Supreme Place in Christian Education, as illustrated in the life of Daniel, and David, and Solomon.

The Greek or Scientific Method of Education, resulting in **A Union of Church and State,** and **The Bible in its Place** resulting in **The Separation of Christianity and the State.**

These of some of the interesting topics discussed in

THE PLACE OF THE BIBLE IN EDUCATION

BY ALONZO TREVIER JONES

250 Pages

Paper Covers

Twenty-five Cents

Address

THE ADVOCATE PUB. CO.

Berrien Springs, Mich.



Colorado

is easily reached by the fast train service of the Chicago, Union Pacific and North-Western Line.

The Colorado Special

fast daily train, one night to Denver from Chicago and the Central States (only two nights en route from the Atlantic seaboard), leaves Chicago daily 6.30 p. m. Buffet-library cars, drawing room sleeping cars, dining cars (a la carte service), free chair cars and day coaches through without change.

A second daily train, similarly equipped, leaves Chicago 11.30 p. m. Personally conducted excursions in tourist sleeping cars.

All agents sell tickets via this route.
Write for particulars to W. B. KNISKERN, Passenger
Traffic Manager, C. & N.-W. Ry., Chicago.

Chicago, Union Pacific and
North-Western Line

CSS



"OUR IDEAS OF EDUCATION"

"Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim. True education means more than the perusal of a certain course of study. It means more than a preparation for the life than now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world, and for the higher joy of wider service in the world to come."

The above is from the opening paragraph of the new volume by
MRS. E. G. WHITE, entitled

"EDUCATION"

*It contains 321 pages, and is beautifully
bound in cloth. Price, \$1.25*

To show how this enduring and "harmonious development" may be realized by the youth, the parent, the teacher, the writer, the tiller of the soil, and the business man, is the object of this work.

Do you belong to one of these classes?

If so, you surely need at once the lessons and counsel contained in this book.

And after reading it yourself, you will wish to talk with your friends about it.

We have therefore devised plans which will make such work profitable to you.

Write for particulars and descriptive circular, to

Pacific Press Pub Co
Oakland Cal

11 W 20th St
N Y City

18 W 5th St
Kansas City Mo



The Advocate Pub Co
Berrien Springs
Mich