

"TRUE EDUCATION is the harmonious development of the mental, the physical, and the spiritual powers."

SAVE THE CHILDREN! "Out of a church of twenty-seven hundred members," said Spurgeon, "I have never had to exclude a single one who was received while a child."



The Advocate of Christian Education

Editorial

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Membership in Emmanuel Missionary College. A Home School.
Gaining Co-operation. Encouraging Reform.
An Educational Crusade, etc.

Vol. VI
No. 4

April, 1904

50c a Year
5c a Copy

WANTED! Stalwart oaks, not saplings; brainy men, not 'memory glands'; self-supporting, robust men, not helpless, sickly ones.

"I shall never be satisfied until one-half the curriculum of Harvard is devoted to doing things, instead of talking about them."—Pres. Eliot.

WHO IS THE STUDENT?

It is not always the man in an institution who is the best student. ¶¶¶ Every home should be a school. Every Christian should be a student. ¶¶¶¶¶¶
He is a student who improves his opportunities.

The Missionary Training School of Correspondence

offers you an opportunity.

Read What Its Students Say.

"I am very much pleased with the lessons."

"The lessons by correspondence help one to develop a missionary spirit."

"I am learning to love the Bible more, and am drawn into closer communion with God."

"I never spent six dollars for anything for myself that has done me so much good as the Correspondence Course."

"I wish I might have had the opportunity of taking such a course years ago."

"I am grateful for this opportunity for study, and am anxious to see others embrace it"

"We have had the Bible lessons in our school for twelve weeks. We all enjoy them. They have taught us things that we would not have learned in any other way."

"In two lessons I feel that I have gained the worth of what I paid for twenty."

Interesting reading matter will be sent any one who addresses,

THE MISSIONARY TRAINING SCHOOL OF CORRESPONDENCE,
BERRIEN SPRINGS, 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. VI.

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No. 4

A Journal of Education

Advocating free Christian training for every child and youth as a means of preparing missionaries for the speedy evangelization of the world

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

“EVERY day is a fresh beginning!

Listen, my soul, to the glad refrain,
And, spite of old sorrow and older sinning,
And puzzles forecasted and possible pain,
Take heart with the day and begin again.”

“NO artist ever yet did fine work but he was dissatisfied with it. Dissatisfaction is the mint-stamp of life.”

“GOD desires those who work for him to move forward with singing, because he cooperates with every unselfish effort.”

“THE reason the industrial college has never been evolved, is because we have not, so far, evolved men big enough to captain both education and industry.”

“I WILL never be satisfied until one-half the curriculum at Harvard is devoted to doing things, instead of merely talking about them.”

“BREATHE deeply of God's great out-of-doors. It is all free, and Providence has ordered things in such a way that, so far, no monopoly has ever clutched the ozone.”

“IT is a mistake for the teacher to think that only the education of the schoolroom concerns her. Every part of the environment, animate or inanimate, conscious or unconscious, which exerts any influence on

a child, affects that child's growth, and, hence, is a factor in that child's education.”

“EVERY man has a divine call to make himself useful to his fellows, and the hallucination that some are called to do nothing but give advice, will soon fade away.”

“THE Lord's type of king is a shepherd. He rules by leading his flock. The Ruler of the universe is ruler because he, like a shepherd, is able to give support to all over whom he rules. He does not seek tribute; he gives.”

“IF you love your work, and understand the higher laws of being so as to draw a constant supply of strength, you can labor untiringly. If you are engaged in work distasteful to you, either change your business or change your attitude toward it.”

“INDUSTRIAL education is both moral and spiritual. The man who fails to use his body every day in a certain amount of manual labor is a menace to the state, and a danger to his inmost self. Safety lies in just balance between head and hand.”

“WHEN a watch-spring is broken, the great thing to do to make the watch go is not to polish the case, but to get a new main-spring.” Most of our youth need not so much the outward polish which is supposed to come with a smattering of Latin, Greek, and higher mathematics, as the main-spring of practical duties,—house-work for the girls, and practical out-of-door duties for the boys.

"EVERY teacher must be willing to practice, practice, practice. The art of putting a question, of telling a story, of meeting indifference, of winning and keeping attention; the way to get at the point and how to make it; skill in getting into touch with the pupil, the command of simple, direct, definite speech; all this is indispensable."

"MANUAL training is not practically nor theoretically a school merely to train the hands, to make boys useful about the house, to supply the world with artisans, to take the place of a dead apprentice system, or to meet in education the demands of an industrial age. Its true end is the major end, the attainment of a complete life, the unfolding and perfecting of the human spirit."

"The best way to learn to be useful is

to be useful. To take a young man from life for four years and send him to college, in order to educate him for life, is to run a grave risk that you will not get him back into life. The colleges are constantly graduating incompetent people, and this will continue until men get a living and an education at the same time."

"To study book upon book and not make things; to think thought after thought and create nothing; to know something of the industries at home and in other lands, but to know them at a safe distance and to feel that the student and scholar are above manual labor;—little wonder for the criticism that our graduates are unprepared for the duties of self-support and practical living. Surely the industrial side of a youth's education must not be left to chance."

A PLEA FOR CHRISTIAN EDUCATION

"What is education worth without righteousness? What is man worth without conscience? Just as much a picture without the finish, the tool without the temper, the engine without the governor, the ship without the compass. It is worth nothing; it is a delusion to its possessor, and a danger to others. Better not educate a man at all than to train only his mind and body and leave his character unformed. If you can not give a child a conscience, then in the name of all that is good, do not strengthen and sharpen the powers which he will certainly use for his own destruction and the harm of others."

Religious education is the inherent right of every child. By whom can it better be given than by teachers who have control of the child six hours in the day five days in the week?

If spiritual training is to be given by teachers, then those teachers must themselves be spiritual. The schools in which

they teach must be Christian schools. Parents have no right to demand Christian teaching in schools that are supported by the state. Consequently, if children are to receive spiritual training, it must be in other schools than those supported by the government.

This, therefore, makes it incumbent upon parents to establish and support schools in which a Christian education is given. Every community should have such a school. Every church is responsible for the education, not only of the children of its constituency, but for all the children of the community. The first, the most important work for any church, is the maintenance of Christian schools. Let the children at home be trained to work for Christ, and they will carry the gospel to the thousands abroad who could not otherwise be reached.

WHAT we strive after reveals what we are.

MANUAL TRAINING IN EMMANUEL MISSIONARY COLLEGE

A few years ago the number of schools offering instruction in manual training was comparatively small. But there is a growing interest in this subject.

What is the value of manual training? Two ideas are prevalent. Manual training, as ordinarily taught, is little more than a drill. It is a subject offered for mental and physical discipline. Students copy carefully prepared models, or they pile together brick, and then tear down what they have builded. There is a certain amount of discipline in such work, but it is not the ideal.

There are other schools which advocate the correlation of manual and mental training. In these the students, if taught to build, construct real houses. Their buildings stand. If taught to cultivate the soil, they spend their energy not so much in experimenting upon a small plot of land, as in conducting a farm from which the support of many students must be derived. Every stroke of work must not only increase physical skill, but must be so productive that it has economic value. Such manual training has all the advantages of the first system, and to those advantages it adds the self-respect and the discipline which always accompany original, creative work. The one is the form, the other is the form animated.

Emmanuel Missionary College is an industrial school. The system of manual training which it offers sets its boys in the carpentry class to erecting buildings. The young men who enter the class in agriculture and horticulture are trained to raise vegetables, to care for fruit trees, to plow, to sow, to reap in such a way that there is a financial gain. They themselves, as well as other students, are dependent upon the work they do.

Cooking is taught; but the class, instead of handling toy dishes, cook for a family of nearly one hundred and fifty. Students with keen appetites, capable of judging the value of food that is prepared, are the ones they serve. In the sewing class, stu-

dents do not spend their energy in making doll dresses, but they make for themselves garments which they need to wear. This is a training for actual life. This is manual training which pays.

WORK AHEAD

The spring and summer of 1904 give promise of being exceedingly busy months in Emmanuel Missionary College. The students in this school constitute a single family, but as yet no regular homes have been prepared for the members of this family. One of the first duties this spring will be the erection of small cottages in which students will be roomed. These will be built by the young men of the building department. They will be plain structures, each accomodating about eight students. The rooming of students in these cottages, instead of following the popular plan of large dormitories, is in harmony with the democratic principles of self-government manifested in many other ways in this institution.

Before the opening of the summer term, which is always one of the most important terms of the school year, further work must be done on the assembly grounds. The spring from which drinking water has been carried during the larger part of the year will be developed. A tower will be built, and a water tank placed upon this. The water will then be forced into the tank by hydraulic rams, and from the tank the various buildings will be supplied.

A number of the old buildings which were on the place when the farm became the property of the school will be moved. The grounds in front of Domestic Arts Building and Study Hall will be graded. Lawns will be made, and flower gardens started.

There is a plot of seven acres on which a new vineyard is to be started. The plants for this vineyard have been grown in the college nursery from cuttings made last year. The nursery is to be enlarged. The gardener is already at work with his hot beds. The young men are cutting a large amount of wood.

With the opening of the spring term the dressmaker and the tailor will unite their forces, and the students of Emmanuel Missionary College will, for the first time, have their work clothes made in the institution.

WHY DON'T YOU TRY?

It was the queen of England who, by sending some of Wycliff's writings to her home land, carried the truths of the gospel to Huss, teacher in the University of Prague. It was a little tract that kindled the great fire of the Reformation, and a queen was responsible for its kindling. Would you do less?

Luther put the gospel in tract form, and his followers scattered these tracts everywhere. It was thus the common people learned of Christ. Should not we be as diligent in instructing others through the printed page?

Alexander Duff carried the gospel to India. With his voice he reached comparatively few; with the printed page he reached millions. Do you make the press serve your purpose likewise?

Teachers whose hearts are full of the message, Christian teachers who have a right to the name, will be giving others the message. They can not help doing it. It is in their hearts and it will come out. They will talk it wherever they go. They will scatter reading matter; they will canvass for educational literature.

What can you do? What you can do is measured by your love.

If students in Emmanuel Missionary College can sell one thousand copies of the *ADVOCATE* each month, what can you do?

Have you tried to do anything? If not, why not begin at once?

WHAT THE REAL TEACHER WILL DO

One of our ambitious educational superintendents writes: "I do my very best to enable my teachers to see the need of doing regular work for self-improvement. It seems very hard to get some of them to recognize this fact. Some plead lack of

time, others plead lack of means. I believe that both these difficulties could be overcome by careful planning. I believe, too, that the real trouble is that they do not sense the need of it. Some of our teachers have not taken up their work with a determination to make a success of it, but are using it simply as a stepping-stone to something else. I wish I could get hold of an army of young people who had just one aim, and that to fit the children for the work of the Lord. I believe such teachers would leave no stone unturned to become experts in their work. I have a few such, and in every case these are putting forth a special effort to increase their efficiency as teachers."

This superintendent is urging upon her teachers the advantages of a course in Bible in the Missionary Training School of Correspondence.

Some of the teachers complain that they have not time. Here is what one teacher says on that subject: "In regard to teachers not having time and means to take the Bible Course, I think much depends on the way they look at it. In order that we might have a Christian school I am teaching for \$15 per month, and helping with the house work each morning and evening, but I find time for the Bible lessons."

Teachers, do you work to a program? If not, try doing so, and you will find time for a self-improvement class.

PRACTICAL CHRISTIANITY

A German living in California tells in his characteristic way how he carries the truth of the gospel to his fellow-men. He describes his experience thus: "I am at the present time staying at a school-teacher's place, and he keeps chickens. It may be the Lord's will that I shall attend to these chickens for to make my board and my tuition [in the Missionary Training School of Correspondence] and for to be able to buy books. The teacher can and is willing to help me with my English. God helps me to keep up his place, to increase his goods, make his chickens lay eggs (three times the former amount they lay now), and straighten his place out. When I have the place fully converted, I have faith he will get converted also and be born again."

IN THE EDUCATIONAL WORLD

COUNTRY LIFE OUR SALVATION

"Fathers and mothers who possess a piece of land and a comfortable home are kings and queens."

Such kings and queens are the only ones of which this fair land should boast. The "oil king," the "coal king," and the "steel king," with all their fellow monarchs, should find no room here. That they do is a sad commentary on the progress of the democratic principles for which our forefathers fought.

These kings may be dethroned in a lawful way. That way is suggested by the plans of the Field and Workshop Society of Chicago.

This society, backed by millionaires, proposes to obtain land from the United States government, and people it from the slums of our great cities.

"The society will locate the families on the land, expecting the railways to give them free transportation. The society will take care of the settlers, until they can support themselves, and as the lands be-

come productive, yearly payments by the settlers to the society will be expected until full settlement is made.

"The scheme is to be financed by the issuance of bonds against the lands secured by settlement. Millionaires are expected to take the bonds in \$50,000 lots."

This plan may not be wholly feasible, but it shows that men recognize the fact that something must be done for the cities.

History, if it teaches anything, teaches us that it is a difficult matter to change the habits of a man, but society can be transformed by teaching the children. Men who have spent years in the slums will not be the most enthusiastic farmers; seed time and harvest will have little charm for them. But the children, if properly taught, will seek the country instead of the city.

The youth are the hope of the nation and the church. The school is the training station for citizens.

LESSONS FROM JEWISH SCHOOLS

The World's Work (February) contains an interesting article entitled, "The Emigrant Jews at Home," by Ezra S. Brudno, himself a distinguished immigrant. In describing the typical Russian town with a population of one thousand, of whom say three hundred are adults, thirty are said to be school teachers.

"The reader," says Mr. Brudno, "will undoubtedly be struck by the number of school teachers in a community so small, but I have not exaggerated the number, for I mean Jewish school teachers. Debarred from public schools—for only five per cent. of the students of the Russian schools may be Jews—they have been compelled to maintain their own schools as well as their own system of teaching.

Education Universal.—"Poor or rich, the desire and ambition of every Jew in the pale is education. The poor hawker, plodding with his pack among the villages and farms during the six week days, has only one hope that cheers his gloomy journey—the hope that on his arrival home on Friday night he will find his little Jacob reciting a portion of the Torah, or, if he be old enough, cudgeling his brains over a large folio of the Talmud. The Jewish mother rocks her baby's cradle and sings a lullaby: 'Sleep, my child, sleep. When you grow older you'll learn Torah.' And in order to learn Torah the boy must attend the Jewish school."

The Bible Their Chief Study.—"With rich and poor alike the dreams and studies and

stories are the same. The same mystic thought permeates their little brains. The Bible is their Homer and Virgil as well as their primer."

The Support of the School.—A wonderful lesson concerning the support of Christian schools is taught by these earnest parents. "The poor father, whose earnings are two dollars a week, pays tuition as eagerly as the rich timber merchant. The poor mother never cares what sort of meal she gets, or how often she gets a meal, so long as her boy studies assiduously; and as long as there is a cent in the house, tuition will be paid."

WHY THE CITY DOES NOT PRODUCE LINCOLNS

"If we are to produce another Lincoln, I do not expect him to come from the large houses on the avenues. The boy who will make the man of the future will probably come from the outside—from the country, or in an immigrant ship,"—says William E. Watt, principal of the Graham School, Chicago.

The *Inter-Ocean* gives the following reasons why the city cannot produce Lincolns:

"The weakness of the discipline of city life is that it is too special—too narrow—in that it gives the boy too many opportunities to get things done for him, and does not sufficiently compel him to do things for himself."

TEACHERS ARE RESPONSIBLE

Under the heading, "The School and the Community," there was issued by the Department of Public Instruction of the State of Indiana an interesting bulletin, a copy of which was furnished to every teacher in the state. The bulletin advocates some decided reforms in public school work, and because of the position which is taken in regard to manual training in our schools, especially the teaching of agriculture, as a means of keeping young boys out of the city, it has awakened considerable discussion through the press. The following extracts give some idea of the contents of the bulletin:—

QUESTIONS FOR THE TEACHERS

"What do you know of the social life of your district? How many homes are there? How many parents? How many children of school age? In what kind of houses do the families dwell? What has been done to beautify these dwellings without and within? What is the spirit that dwells within each home? Doubtless you know the conditions of industry. You know what phases of agriculture and stock raising are prosperous and profitable. You are acquainted with any railroads, pikes, blacksmith shops, groceries, or mills that may be in the district. You know of any clubs, societies, orders that may exist for improvement and amusement. You know about the postoffice, the rural routes, and offices of any kind that exist. You are, of course, acquainted and identified with the churches and Sunday schools and their work."

TEACH AGRICULTURE

Concerning manual training, the same bulletin says:—

"What can you do for the industry of the community? You can make your school a busy workshop, where the hum of industry is the standard of order, and where each pupil respects the rights of every other pupil. But you can do more than this. You can teach the nobility of honest toil. The greatest thing that you could possibly do for your boys and girls and for your community would be to build into them the habit of doing good work. The world is full of slipshod mechanics who slight their work. You can teach the children that any task worth doing is worth doing well; that success lies in the here and now, and not in the far off; in the little duties of today, instead of the big things one is going to do to-morrow.

TEACH THEM TO STAY ON THE FARM

"And you can teach them to stay on the farm and to work out its problems. It will be a sad day for our national life when all our young farmers come to town; when the small, well-cultivated homesteads give way to landed estates. The boys on the farms

wield the nation's destiny. Emerson says: 'The city is recruited from the country. In the year 1805, it is said, every legitimate monarch in Europe was imbecile. The city would have died out, rotted, and exploded long ago, but that it was reinforced from the fields. It is only country which came to town day before yesterday that is city and court to-day.' The problem of getting this thought before our boys and girls and before your community is worthy of the best there is in you. The friction between capital and labor, the almost universal lack of respect for property rights, ought to serve as great stimuli towards the intelligent study of agriculture, to which it would seem constantly increasing numbers must turn."

SOMETHING IS WRONG

The following appeared in the *Boston Transcript* of Dec. 17, 1903:—

"Professor Shaler, the famous old geologist and dean of the Lawrence Scientific School at Harvard, has threatened to resign. He does this because, as he expresses it, Harvard men act like loafers.

"The specific cause is that one of his assistants, who recently attempted to give a stereopticon lecture on geology, was twice forced to abandon his project, the first time by a shower of pennies, chalk, chestnuts and miscellaneous bric-a-brac, which was hurled indiscriminately at his head, and the second time by a still worse bombardment, which included a couple of eggs.

"Dean Shaler said that things were getting to such a point that he could no longer continue to give courses in geology at Harvard, and he dismissed the course."

Such scenes are a repetition of happenings in the University of Paris and other European schools of the Middle Ages. They were, in those days, the forerunners of both moral and intellectual darkness. Are we threatened with the same condition to-day?

ANOTHER CALL FROM THE CITIES

Lady Henry Somerset, who is doing much for the poor children of London, says

(*Cosmopolitan*, January): "What hope is there in our minds when we deal with these children? One only, I think, and that is that the future generations will realize that the great industries should be removed from the town centers; that factories should be established in villages and small country places, where the artificial conditions resulting from this crowded life for the children should exist no more; where the parents may find their work, but at the same time the children may have their heritage of play, and not that once on a given occasion should these children be taken out into God's beautiful country, but that their early life should be spent in those surroundings which God intended for all the world. And this can be brought about, and ought to be brought about, if civilization will but realize that the massing of people in big cities is neither hygienic nor scientific."

AN EARLY INDUSTRIAL SCHOOL

Joseph Bates, writing of his work about the year 1833, says, "I commenced the work of raising mulberry trees to obtain their foliage to feed silk worms, designing to enter into the culture of silk. I had erected a school house on my place in which I designed to have a manual labor school for youth. I calculated to employ them a certain portion of the time to gather the mulberry foliage and tend to the feeding of the silk worms, and as the work advanced, other branches of the business also, such as reeling and preparing the silk for market."

The value of industrial training for the youth was impressed upon the hearts of pioneer workers, but how long we have waited for the development of that truth!

A SCHOOL FOR HOUSE SERVANTS

London women will attempt to solve the domestic problem by the formation of a school known as the Arachne Club. It is the work of this club to train women for domestic service. The training, it is expected, will last nine months, three months of which will be devoted to housework, and six to cooking. At the end of the course the servants will pass an examination, and certificates will be given.

WITH THE TEACHERS

AN APRIL MORNING

A tinge of green on upland meadow bare;
From broad-limbed maple crimson buds burst
forth ;

A robin's note from hedge-row fills the air,
While flees the mist before the morning sun.

A few hours pass, and quickly gathering clouds
O'erspread the blue that gladdened early morn,—
A distant rumble—nearer still and loud,
Like cannon's jar, when war's fierce strife is on.

A few thick drops, and now the rattling hail
Beats fiercely 'gainst the casement, bare and old ;
The leafless vine, wrenched loose by sudden gale,
Swings helpless from the trellised porch above.

The storm sweeps on. The ice-balls deck the
sward ;

Through rifted clouds the sun breaks forth anew;
The glistening shot recede like vanquished horde,
While out from sheltering larch a song is poured.

—*Ora Gates.*

PUSSY-WILLOW'S MESSAGE

"Will the summer ever come back?"
"Purr-r-r, perhaps," said the sleek willow pussies,
That grew on the buried brook's brink,
"Purr-r-r, perhaps," said the sleek willow pussies,
"The spring is more near than you think."

The bushes struggle to peer
Through the crusted snow ;
They listen and lean to hear
The brook below.

"Will the leaf buds surely swell
And the waters sing ?
Can the brown twigs truly tell
The time of spring ?

Alack !

Will the summer ever come back ?"

"Purr-r-r, perhaps," said the sleek willow pussies,
That grew on the buried brook's brink,
"Purr-r-r, perhaps," said the sleek willow pussies,
"The spring is more near than you think."

GREEN THINGS GROWING

Oh, the green things growing, the green things
growing,

The faint sweet smell of the green things grow-
ing !

I should like to live, whether I smile or grieve,
Just to watch the happy life of my green things
growing.

Oh, the fluttering and the pattering of those green
things growing !

How they talk each to each, when none of us
are knowing ;

In the wonderful white of the weird moonlight,
Or the dim, dreary dawn, when the cocks are
crowing.

I love, I love them so,—my green things growing !
And I think they love me, without false showing ;
For by many a tender touch, they comfort me so
much,

With the soft, mute comfort of green things
growing. —*Dinah Maria Mulock.*

QUESTIONS ASKED AND ANSWERED

1. N. C. "What do you consider the most essential qualification of a student ?

Ans. The first, if not the most essential quality to insure the success of a Christian student, is the recognition of a definite mission, toward the accomplishment of which every energy is bent.

2. Miss H. asks: "What reader shall I place in the hands of children who have completed Bible Reader No. 1?"

Ans. Mental food for children should be as carefully prepared as their physical food. What the child reads makes an everlasting impression. Bible Reader No. 2, which follows the principles underlying Bible Reader No. 1, will soon be ready for the

children. It should have been in their hands before this, but our facilities for publishing have been limited. Until the second reader appears teachers will have to make a careful selection of matter for the children.

3. W. B. "Would it be advisable for a teacher to attempt to support herself, provided an acre of land is at the disposal of the school?"

Ans. This is well answered by the following experience: A man in a western town whose capital was limited had at his disposal less than one acre of land. The soil was not above the ordinary. The man himself did all the work.

One-fourth of the acre was set to straw-

berry plants, one-fourth to celery, and one-fourth to garden vegetables. The crops were rotated each year in order to avoid insects and disease and to give the land rest.

From eight thousand strawberry plants put out one June, he harvested the next May and June five hundred dollars' worth of fruit from one-fourth acre.

The yield from one-fourth acre of celery was four hundred dollars, and his peas, beans, etc., yielded another four hundred.

See *World's Work*, (February) p. 4420.

4. Miss. J., who is a busy teacher, writes: "My education is limited. I have not the means to carry me through an extended college course, but I am ambitious to improve myself. What methods would you suggest?"

Ans. 1. Take advantage of the summer school for teachers; the expense is light, and it will give you a new inspiration for work.

2. Take a course of instruction in the Missionary Training School of Correspondence. It is conducted for such persons as you.

3. A teacher of the common branches has every opportunity to become very proficient in the fundamentals of an education, although, sad to say, many teach so mechanically that they never arrive at the philosophy of what they are teaching. But you must be thoroughly in earnest, and at least do as much in proportion to your ability as you require of your pupils. Take Abraham Lincoln as an example of a self-made man.

FRUIT TREE PLANTING

BY J. H. HAUGHEY

Every man, whether in the country or in the city, should know how to plant a tree. When Opie was asked how he mixed his paints, he replied, "With brains, sir, with brains." Just so, setting out trees is a science as well as an art. The what, when, where, how, and why, should be *known*, not guessed at.

WHAT.—Early, annual bearers of first quality of fruit, being at the same time hardy, thrifty trees, are preferable.

WHEN.—In southern climates nearly all varieties of trees may be planted in either the spring or fall at the convenience of the planter. In the North more discretion is required. In very cold climates fall planting is to be discouraged. In the latitude of southern Michigan and northern Illinois, apples, pears, quinces, dwarf cherries, and the hardier plums may be put out in either the fall or spring, while peaches, sweet cherries, Japan plums, and other semi-hardy trees should be set only in the spring. In general, all fruit trees should be in the dormant state; and cherry trees are seldom, if ever, a success if set out after the buds have opened.

WHERE.—An orchard should never be set out on worn-out land. The soil should be in as good condition as for a first class wheat, corn, or potato crop. If possible, the ground should be broken deep with a sub-soil plow. It should be naturally or artificially drained, and well protected from wind and cold. A clay soil is preferable for apple, pear, quince, and plum trees. The peach and Japan plum do best on sandy loam.

HOW.—If the ground has been prepared as above, dig a hole large enough to admit the roots without bending or cramping, and deep enough so that after the ground has settled, the point where the tree was grafted or budded will be an inch or two below the surface, with the exception of dwarf pears, which should have the bud or graft as much as four inches below the surface. Cast the surface soil on one side of the hole and the sub-soil on the other. The soil should not be damp enough to paste, but dry enough to crumble. Fill the hole slightly in the center, treading it so that the tree will not settle after planting. Cut off all broken and bruised roots with a sharp knife, and trim off other roots somewhat symmetrically, always cutting on the lower side. Place tree, spreading roots generally, so that it may receive support on all sides and the roots not crowd each other. First, throw in the fine moist surface soil to the depth of three or four inches, then tread lightly, and thus continue until

the hole is nearly full, after which cover loosely with an inch or two of surface soil. Lean the tree slightly toward the prevailing winds, which in this latitude will be southwest. The roots may be dipped in a mud paste, but should not be allowed to dry. Indeed, the roots should never be permitted to remain exposed to the air or sun. It is not best to water the tree when planting unless the soil is dry. Never allow grass, straw, manure, or any other fertilizer to come in contact with the roots. It is sure death to the tree. Finally, cover with straw or other litter to a radius of two or three feet from the tree.

PRUNING.—Peach trees should be pruned to a single cane, which cane should be cut back from two to four feet from the ground, according to the size of the tree. Other trees should be pruned so as to make a symmetrical top, cutting the limbs back, in general, from one-half to three-fourths, according to the number of branches left on the tree. Cherry trees need very little pruning. For many reasons low top pruning is coming more and more into favor. Trees set in the fall should be trimmed early in the spring. All pruning should be done with a symmetrical top in view, pruning all upright growers to the outer bud, and spreading growers to the inner bud.

METHODS OF TEACHING

The study of "Jesus as a Teacher" reveals the fact that he was an advocate of the following methods:—

1. *That the teacher should deal with students as individuals.*—When this method is followed it destroys completely the popular system of grading. It debars emulation and strife, and the race for diplomas ceases.

2. *That the teacher should associate with his pupils.*—The more closely teachers and pupils associate, the stronger will be the work of the teacher. The teacher of the elementary school who is in favor of this plan will offer to live in the homes of her children. Teachers in the industrial schools will find that their success is in proportion to their close association with their pupils in the home life.

3. *That in dealing with pupils who lack faith in the Word of God, the teacher should begin with the known, and lead the pupil to the unknown.*—Since the things which are seen are but the shadow of things that are not seen, the child may be led to the substance by the study of the shadow.

4. *That in dealing with pupils who have faith in God's Word, the enunciation of great principles of truth precedes the study of isolated facts.*

5. *That the teacher should appeal to the imagination.*—God gave children a vivid imagination because through this faculty they may be led to picture eternal things. The skillful teacher will take advantage of this fact.

6. *That the haughty, sensitive pupil should not be openly rebuked.*—He should be quietly reproved, lest rebuke drive him farther from the truth.

7. *That the Peters in the schoolroom require great patience on the part of the teacher; doubting Thomas must be met with an overpowering faith; John can be won by love.*

A LESSON IN OBSERVATION

Dr. William J. Long, in the preface of his interesting little work entitled, "Secrets of the Woods," tells why so much happens all about us, and yet we are ignorant of it all. He says:—

"I would only suggest that perhaps the real reason why we see so little in the woods is the way we go through them,—talking, laughing, rustling, smashing twigs, disturbing the peace of the solitude by what must seem strange and uncouth noises to the little wild creatures. They, on the other hand, slip with noiseless feet through their native coverts, shy, silent, listening, more concerned to hear than to be heard, loving the silence, hating noise and fearing it, as they fear and hate their natural enemies.

"We would not feel comfortable if a big barbarian came into our quiet home, broke the door down, whacked his war-club on the furniture, and whooped his battle yell. We could hardly be natural under the cir-

circumstances. Our true dispositions would hide themselves. We might even vacate the house bodily. Just so wood folk. Only as you copy their ways can you expect to share their life and their secrets. And it is astonishing how little the shyest of them fears you, if you keep silence and avoid all excitement, even of feeling; for they understand your feeling quite as much as your action.

"A dog knows when you are afraid of him, when you are hostile, when you are friendly. So does a bear. Lose your nerve, and the horse you are riding goes to pieces instantly. Bubble over with suppressed excitement, and the deer yonder, stepping daintily down the bank to your canoe in the water grasses, will stamp and snort and bound away without ever knowing what startled him. But be quiet, friendly, peace-possessed in the same place, and the deer, even after discovering you, will draw near and show his curiosity in twenty pretty ways ere he trots away, looking back over his shoulder for your last message. Then be generous—show him the flash of a looking-glass, the flutter of a bright handkerchief, a tin whistle, or any other little kickshaw that the remembrance of a boy's pocket may suggest—and the chances are that he will come back again, finding curiosity so richly rewarded.

"That is another point to remember; all the wood folk are more curious about you than you are about them. Sit down quietly in the woods anywhere, and your coming will occasion the same stir that a stranger makes in a New England hill town. Control your curiosity, and soon their curiosity gets beyond control; they must come to find out who you are and what you are doing. Then you have the advantage; for, while their curiosity is being satisfied, they forget fear and show you many curious bits of their life that you will never discover otherwise."

THEY CALLED HIM UNCLE DAVID

BY CORA SHAW

Have you found chronology and the chapters of genealogies uninteresting in

your Bible study? I want you to know how we have become interested in them.

We had studied the lives of Saul and David. One day Mephibosheth was the character before us. He was a lame man. The children were as much interested in the story of his life as they could possibly be in the story of any other man's life. They loved to tell about him. He was the grandson of a king, and lived in the royal palace. He was only five years old when his father Jonathan, and Saul his grandfather, and several of his uncles, were slain in a great battle with the Philistines. When the tidings of the terrible slaughter came, there was great confusion in the royal family. Mephibosheth's mother, fearing for her life, fled from the capital city. The nurse picked up the little five-year-old boy, and in her haste, dropped him. The injury made him lame for life.

All this appealed strongly to the children, but the fact that made it seem most real was to speak of Saul as "Grandfather Saul," and of David as "Uncle David."

In studying the life of David, a new light was thrown over his association with Joab, Asahel, and Abishai, when it was found that these three great warriors, captains in David's army, were his own nephews. They were brothers, and their mother was David's own sister, Zeruiah. Of course they were interested in David, and fought for him.

This knowledge of relationship is gained from the study of what most people think are uninteresting chapters. They are not passed by in our school.

Berrien Springs, Mich.

WHEN TO TEACH PHYSIOLOGY

BY EMMA L. RUNCK

"From the first dawn of reason, the human mind should become intelligent in regard to the physical structure of the body."

"The health should be as sacredly guarded as the character."

"It is our duty to study the laws of our being, and conform to them. Ignorance in these things is sin."

"A practical knowledge of the science of

human life is necessary in order to glorify God in our bodies. It is therefore of the highest importance that among studies selected for childhood, physiology should occupy the first place."

"It should be regarded as the basis of all educational effort, and then parents should see to it that practical hygiene is added. This will make their knowledge of physiology of practical benefit."

"While the schools we have established have taken up the study of physiology, they have not taken hold with the decided energy they should."

If from the first dawn of reason, physiology should be taught the child, shall we wait until he can read it for himself, before we make any effort to instruct him?

Certainly not. Let parents follow the instruction given the children of Israel on this subject, "speaking of them when thou sittest in thine house, and when thou walkest by the way, when thou liest down, and when thou risest up."

WHAT HAVE YOU READ

1. Concerning the relation of canvassing to any reform movement?
2. About the kings and queens who can consistently reign in a democratic government?
3. About the love of education on the part of the Jews and the care with which they support their schools?
4. Concerning the proper attitude of the secular schools toward Christianity and the

conclusion which Christians are forced to draw?

5. About the attitude of the Department of Education in the state of Indiana toward city life for boys, and the teaching of agriculture in the public schools?

6. About Emmanuel Missionary College that shows it to be an institution offering harmonious development of the mental, the physical, and the spiritual being?

GOD started the Hebrew nation in a school. Concerning the location of that school and its environments we read that it was "under the shade of the oaks of Moreh, in a wide grassy valley, with its olive groves and gushing springs between Mount Ebal on the one side and Mount Gerizim on the other." It was "a land of brooks of water, of fountains and depths that spring out of valleys and hills, a land of wheat and barley and vines and fig trees and pomegranates, a land of oil olive and honey."

Why not imitate these surroundings as far as possible in our schools today? What excuse is there for a bare school-yard anywhere?

LIFE on this earth began in a grove. A garden was man's first home, and in that garden were planted the most beautiful trees. There were fruit trees, and there were ornamental trees. Why is it that any of us are content to live apart from the trees?

PROGRESS DEPARTMENT

THE INDUSTRIAL SCHOOL OF BON-ACCA

BY GARFIELD SMALLEY

I arrived at Bonacca November 5, and have enjoyed my work very much. During the last two months Brother Evans, Brother Richard Wood, and myself, with the help of others, have been erecting a two-story building for our industrial school. The building is constructed of fat pine timbers, and is

covered with galvanized steel which was purchased below cost of a company that had suspended its building operations. The building is one thousand feet above the sea, and it took many days for us, with our one mule and an ox, to bring the steel up from the coast. The buildings are on the side of the mountain, and face a fertile valley with its gurgling brook and springs surrounded by tropical verdure,—a most favorable loca-

tion for an industrial school which has for its mission the salvation of the children and youth. Each of our students boards himself. Coconut palms and other fruits grow on the school farm, and each student is given a small plot of land where he can learn the best methods of raising crops, and from which he is able to supply his own food. I have selected a plot for myself, and after the land is cleared I expect to test the matter of the support of a teacher by farm labor. Our work is arranged so that the morning hours are open for manual training. The only article of furniture we had to begin with was a small table. Boards laid across saw-horses now serve as desks, and the seats are home-made three-legged stools. In spite of these conditions, the students are happy and contented. We were visited by thirty-seven natives from the village. I find that patience, kindness, and love are the means which draw the child toward the standard of heavenly citizenship. I have had opportunity to treat the sick, and find that the Christian teacher must be ready for any emergency. I am of good courage.

GAINING CO-OPERATION

Pearl West, who is associated with Miss Huffman in teaching the intermediate school at Tekamah, Nebraska, writes,

"We opened school with an enrollment of twenty-one. We now have twenty-six; twelve in the intermediate room and fourteen in the primary department. Miss Huffman is the primary teacher.

"Before the opening of the school I spent several days with the patrons, endeavoring to interest them in the work. On the first day of school, papers were read on various subjects, such as "The Object of the Church School," "The Duty of Parents Toward the School," "Practical Missionary Work," etc. These were prepared by the older students. Nearly all the parents were present. The reading of the papers had a wonderful effect upon them, and there were few dry eyes in the room. They seemed to catch the spirit of the work, and each expressed a desire to stand by the school and make it all it should be.

"On Friday we shorten the noon hour and spend a part of the time in Bible study. One of the pupils gives a Bible reading, and others are encouraged to ask questions. I am surprised to find how well they do this. School is always dismissed early on Friday, that the children may have plenty of time to prepare for the Sabbath.

"The pupils have organized a young people's society. They arranged the program, and hold the meeting on the fourth Sabbath of each month. I see such a difference between teaching here in the country and teaching in the city. It would be hard for me to go to the city again to teach."

A READING ROOM AND A SINGING CLASS

Bessie L. Jackson and Ethel Harris are teaching the intermediate school at Minetto, New York. Miss Jackson writes:—

"The work here was conducted for two or three years as a home school. Last year it was made an elementary school. This year at the camp-meeting it was decided to make it an industrial school. We came here the first of October. The room for the intermediate department had to be finished after we came, so I held school in a sitting room until two weeks ago. We now have a pleasant room up stairs furnished with chairs and library tables. Three nights of the week and on Sunday afternoon our school room is converted into a reading room. I have secured most of the reading matter myself, and have succeeded in raising about twenty dollars for this reading room. One lesson that I have learned is that young people want others to respect their confidence. Miss Harris and I have made it a point to do this. Miss Harris is conducting a singing school. The people here seem friendly, and our young people's meetings on Sunday evenings are well attended."

A HOME SCHOOL

BY CATHERINE CAMERON

Some parents seem to think that even though the Lord has said the children should be gathered away from worldly in-

fluences, *they* are justified in depending upon the secular schools to educate their children. I have had the privilege of teaching in a home school, and I wish to tell you of the wonderful success which the parents in this home had in teaching their own children before I came to them. The mother's hands were as full with her home cares as almost any mother you could find. The family live on a small farm in a quiet neighborhood in southwestern Michigan.

There are seven children in the family, the oldest a girl of twelve, and the youngest a baby of a few months. Four of the children were of school age, two girls, one of twelve and the other of eight, and two boys, eleven and nine respectively. These children had never attended the secular schools, neither had they had the privilege of attending a Christian school, and the entire responsibility of their education rested upon their parents. I was surprised at the practical knowledge which these children possessed. The girls are both intelligent readers. Both wrote good letters, and the older one has written a number of articles which have been published in juvenile papers. She can bake good bread, and in the absence of her mother, takes charge of the house. Last summer she made her own clothes, and in a few cases drafted the patterns she used. In the beginning her mother encouraged her to make garments for her doll, and after she could make these well, the suggestion was offered that she make the clothes for herself instead of the doll.

The boys are not so fond of books as the girls, but in practical lines they have made decided advancement. They love to work at the carpenter's bench, and their father gives them free access to his kit of tools. Last summer they built a hen-house eight by ten feet. For this they framed their own rafters. Their skill exceeded their father's expectations. Two years ago they surprised him by moving a corn-crib for him. They have milked for a number of years. They are able to harness and hitch up a horse as quickly as a man. The older boy is able to rig up a harness for the

horses. To go to the woods with axes and saw is a pleasure to them. They can fell trees as well as any one, trim them, block off and saw, then split into stove wood, pile and measure into one-half or quarter cords.

Although these boys had not been fond of their books, they made rapid progress when they began school work with me. The youngest girl was especially fond of mental arithmetic, and quickly developed great accuracy and rapidity. These children are strong and healthy, and to me they are a proof of the fact that children are in every way better prepared for life for having manual labor combined with mental training. They are also a witness to the fact that the Spirit of the Lord will cooperate with parents when they undertake to follow his instruction.

HOW TO BECOME A MEMBER OF EM-MANUEL MISSIONARY COLLEGE

The admission of a new student to Emmanuel Missionary College is something which affects every member of the institution. Young people who come to the institution are accepted on trial. They are given one week in which to become acquainted with the general plan of administration. Usually during that time one or more of the students who have been in the school for some time make it a special point to instruct the applicant, so that at the end of the week he is familiar with the general plan of the work.

ENCOURAGING REFORMS

It is said that no Russian Jew is so poor that he will not divide the little that he may have with the teacher of his children. Some of us in America have not yet caught this spirit of loyalty to Christian education. Nevertheless, there is a growing tendency to recognize the fact that Christian education and the plan of redemption are one, and that the first duty which Christians have is the education of their children.

It is a pleasure to record that the state of Wisconsin has recently divided \$428.00

among the elementary Christian schools of that State. This \$428.00 is the beginning of an Educational Fund raised by the payment of the second tithe and free will offerings of the brethren of the State. The money was equally divided among the schools, and an encouraging letter from the treasurer of the conference accompanied each draft. Why should not the teacher be supported as the minister? In God's plan the two are one. Reform is right upon us.

Recently thirty young people entered Emmanuel Missionary College in a body. At the close of the first week they made request to become members in full fellowship of the Union Body. They were questioned as to their understanding and attitude toward the co-operative plan of the work.

They understood that their request to become members of the Union Body signified a willingness on their part to help bear the burdens of the institution and to uphold the principles of democracy for which the institution stands, and to co-operate in every way possible with those who already compose the Union Body. By vote of the Union Body, all who had applied for admission were received. Those who have watched this company of young people who have recently come into the school, have been surprised to note the rapidity with which they have grasped the principles of the school. The former students were in a special manner prepared to receive the new members. The new students have undoubtedly yielded to the spirit of progress, and the union of the two streams has been complete. The current has swelled from a brook to a river. A strong missionary spirit pervades the school,—a result of this union.

AN EDUCATIONAL CRUSADE

A class of about thirty young people spent three weeks in the study of the book "Education." The truths of that wonderful work touched their hearts. They gave themselves to the principles they studied. Hearts were touched, and a deep interest

was aroused. A new spirit permeated the school. A longing took possession of all to visit the neighboring cities and villages, presenting to them a knowledge of the work of an institution which stands for educational reform. The students were organized into companies varying in size from fifteen to twenty-five. A club of one thousand ADVOCATES was ordered, and at least one day each month is devoted by these young people to visiting and distributing literature. It is the special object of these companies to bring hearty good cheer to those with whom they come in contact, and at the same time to tell of the work of Emmanuel Missionary College, and to interest others in a practical all-round education.

IN THE INTEREST OF THE ADVOCATE

Nina Newell Case was among the first Christian teachers sent from Battle Creek College. She is a young woman adapted by nature to teach.

She is full of enthusiasm and a love for children. These qualities, blessed of God, enabled her to make a wonderful success in selling the *Life Boat*.

She related some thrilling experiences in this work when, a few days ago, she visited Emmanuel Missionary College. She came to the school for the express purpose of assisting in the organization of companies of students to work for the ADVOCATE and other educational publications.

CHANGES AT BETHEL ACADEMY

I had the privilege of spending three or four days in the industrial school at Bethel, Wis. I met an interesting class of young people, nearly all of whom are preparing for active missionary service.

The industrial work of the institution has been reorganized this spring, each instructor now carrying his share of the physical as well as of the mental work.

Heretofore there has been more or less separation between the two departments. Success will always be in proportion to the closeness of the union.

The children of the primary department, which is taught by Mrs. H. A. Washburn, have undertaken to secure thirty subscriptions for the *ADVOCATE* in order to secure the premium, an unabridged dictionary for their school room.

E. A. S.

SACRED MUSIC ENTERTAINMENT

A personal invitation was extended by the students of Emmanuel Missionary College to their friends of Berrien Springs and the community, to attend the first of a series of entertainments, held the evening of March 5. The response was hearty.

The program was simple and well rendered, consisting of the singing of several of our well known hymns, and the giving of their histories.

Sacred music receives special attention in Emmanuel Missionary College, and it is hoped so to develop the gift of song that this will become one of the distinctive features of the institution.

At the request of the General Conference Committee, A. S. Baird, the architect and builder of Emmanuel Missionary College, spent ten days in Washington, D. C., assisting in formulating plans for the sanitarium and school to be erected in that city this spring. The committee invited Bro. Baird to remain with them, but he considers it his first duty to complete the work begun at Emmanuel Missionary College.

EMMA L. RUNCK recently sent fifteen new subscriptions for the *ADVOCATE*.

Publishers' Department

THE ADVOCATE

Subscription, single copy, 50 cents per year

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

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

Prof. Charles Mitchell, Purity Industrial Home, Marionville, Mo., writes, "I have been getting the *Advocate*, and am much pleased with it."

A New Chart, on cloth, 2 x 4 feet, combining the texts of Matt. 24:29, Mark 13:24, and a sword diagram of the Dark Ages. Published by F. E. Belden, Battle Creek, Mich. Price, 90 cents, postpaid, including copy of his art booklet of fifty engravings, entitled "At the Door," which fully explains the chart.

For Sale! Nursery Stock.—Emmanuel Missionary College is prepared to furnish at low prices, first-class nursery stock of all kinds for spring setting. Strawberry plants, and early bearing fruit trees, of the very best varieties, a specialty. We are sure that it will be to your advantage to correspond with us before placing your order elsewhere. Address, Emmanuel Missionary College, Nursery Department, Berrien Springs, Mich.

The Boy.—The combined January and February issue of *The Boy* is a special number. Did you see it? Every issue of the *The Boy* contains truth. Are all the children of your acquaintance reading

it? If not, why not use this little paper to introduce you to the boys and girls among whom you live and for whose lives you are more or less responsible? The price is only 50 cents a year. Address, *The Boy*, 1119 Woman's Temple, Chicago.

"The Lover's Love, or John Three Sixteen," by Wm. P. Pearce, is a most interesting little work. The author has an experimental knowledge of the love of God. John 3:16 is understood by him. The work is full of beautiful illustrations which appeal strongly to the reader. Every teacher will find it an excellent book for supplementary reading. Price, 75 cents. Address the *Advocating Publishing Co.*, Berrien Springs, Mich.

A Message-Giving Issue.—The publishers of the *The Southern Watchman* are preparing to issue a special number on the "Second Coming of Christ and the Signs Just Preceding It." Some of the special signs that will be considered are "Among the Nations," "In the Heavens," "War Preparations," "The Eastern Question," "Capital and Labor," "The Money Problem," "The Trusts," "Troublous Times," etc. It is the aim of the publishers to make this the most attractive, the best illustrated, the most rapid selling, and in every respect the greatest message-giving issue of any "special number" ever published. This number will contain 24 pages, printed in two colors, and profusely illustrated, furnished at the following low rates: Single copies, 5 cents; 5 to 24 copies to one address, 4 cents per copy; 25 or more copies to one address, 3 cents per copy. Orders may be sent to the *Southern Publishing Ass'n.*, 1025 Jefferson St. Nashville, Tenn.

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. White, entitled, "Education."

Education

BY MRS. E. C. WHITE

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OPENS JUNE 22, 1904

For particulars, correspond with the President of Emmanuel Missionary College, Berrien Springs, Mich.

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