

"It is a great thing to teach. One must be willing to die, as it were, that others may live. There is something in it akin to motherhood"

"Faith is the prevailing faculty of a child's mind. Hence the Saviour, knowing that 'faith is the key to unlock heaven's storehouse' said, 'Except ye be converted and become as little children, ye shall not enter into the kingdom of heaven.'"



# The Advocate of Christian Education

## Editorial

Growth is Necessary. The Summer School.  
What Is Being Done at Emmanuel Missionary College.  
Reasons for Having a Summer School.

## Educational World

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Hints to Teachers. Boulder's Christian School.  
A School in Spain. Elk Point Industrial School, etc.

Vol. VI  
No. 6

June, 1904

50c a Year  
5c a Copy

"There is room for the man who can set in motion a curriculum that will embrace earning a living and mental growth, and have them move together hand in hand.

"No man is born into this world whose work is not born with him." "True education prepares the student for the joy of service in this world, and for the joy of wider service in the world to come."

# TIME WASTERS ARE EVERYWHERE

## ARE YOU ONE OF THEM?

### Wonders Have Been Performed in One Hour a Day

"HUGH MILLER, while working hard as a stone-mason, found time to read books of science."

MARION HAKLAND shapes her novels and newspaper articles when her children are in bed, and whenever she can snatch a few minutes.

GLADSTONE carried a little book in his pocket lest an unexpected spare moment should slip from his grasp.

JOSEPH COOK, when a student in Andover, if he had but half a minute to wait for a meal, turned to the dictionary and learned a synonym. Other students gossiped meanwhile.

## The Missionary Training School of Correspondence

Offers a course to the man or woman who would improve opportunities.  
**GRASP THIS ONE!** You may never have such another.

### Read What Its Students Say.

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

"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. 6

## 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

“A MIND that is capable of mastering Greek is equally capable of bread-making.”

CONSIDER how things of nature grow, and apply the lesson in the training of workers for Christ.

THE Psalmist tells us that “truth shall spring out of the earth.” Of all the months of the year, none afford a better time to watch the springing forth of truth than does the present.

“IN its broadest sense, Nature Study is a keen, appreciative interest in common things about us. It means accurate seeing and clear thinking. It is the getting of

God's truth at first hand. It is studying things instead of studying about things. The true spirit of Nature Study is opposed to cold, formal study of lifeless things. It opens a new world of delight. Under it the commonplace becomes transfigured.”

“MANY students are lacking in the faculty of concentration. The secret of achievement is the power to focus the thought. A man must be able to marshal his intellectual forces as Napoleon did his army, and to bring their united strength to accomplish whatever he is doing. A wandering mind will never accomplish anything.”

“THERE is no doubt that many naturally strong minds have been ruined by being overfed in school or college, and crammed with unrelated and undigested facts. It is not the overfull mind that utilizes its material, but the one that has made thoroughly practical every scrap of knowledge and every bit of experience that has come to it.”

## GROWTH IS ABSOLUTELY NECESSARY

All nature teaches that when growth ceases, decay begins. Teachers are no exception to this rule.

One of the saddest things the history of Christianity records is the great number of reform movements that have died for lack of men who were willing to grow in proportion as the movement itself assumed greater proportions.

Many individuals can start with a reform: only a few can follow it to completion.

A class of young people grasped the importance of an educational reform. Mem-

bers of this class co-operated with the movement for a few years, and then gave up the struggle. Others came in to take their places.

You who are in the work today, do you ever stop to ask yourselves whether or not you will be able to keep abreast? Are you falling behind? If you are, it will not be long until your efforts will cease altogether.

In order to keep a position in the system of Christian schools, a teacher must grow. To grow, he must take nourishment. Every faculty should be keen. Do you not

know that the teacher who is in this to stay, never reads an article, never listens to a speaker, never visits a school, a factory, a farm, without gaining some new ideas for the schoolroom? The things actually seen or heard may not be adopted bodily, but each thing has started a train of thought which brings forth fruit of some kind.

This is the only way for a teacher to see, or to read, or to listen.

### THE SUMMER AT EMMANUEL MISSIONARY COLLEGE

The winter may have been long and drear, but as Lowell says,

"No matter how barren the past may have been,  
'Tis enough for us now that the leaves are green."

And teachers who attend the summer school at Emmanuel Missionary College, finding themselves happily located in the cottages in the grove, forget the burdens of the past, and almost involuntarily begin to drink in truth in its beauty.

There is nothing like living near trees and flowers, nothing like being awakened by bird-songs in the morning, studying by the river, or meeting in groups for prayer and praise under stately oaks or maples.

One overburdened woman sought the College farm before entering a hospital ward. She roamed through the woods, and returned with the words, "I lost my worry in the grove." And so will every one who yields to the sweet influences.

Christ took his students out upon the lake, or gathered them about him on the mountain-side, or walked with them through fields of grain or by vineyards heavily laden. Should not Christian teachers today have this same privilege?

It is not alone the quiet life in the cottages, nor the class work in Memorial Hall, that attracts the teacher. It is a privilege to any student who is in sympathy with the threefold education, to have an opportunity during vacation to combine work and study. The orchards and vineyards of Emmanuel Missionary College are a continual source of study; the vegetable gar-

den affords work as well as instruction; there is an endless amount of good to be derived from the printing office; the classes in tailoring, sewing, and domestic economy are sought by the thinking teacher, and carpentry is made decidedly practical for the benefit of teachers who desire to combine this branch with other subjects. In fact, one can scarcely turn in any direction on the College farm without facing some phase of a practical education.

### WHAT IS BEING DONE AT EMMANUEL MISSIONARY COLLEGE

As the ADVOCATE goes to press, May 14, the College farm is a beautiful sight. After a long, cold winter, and a spring that seemed reluctant to assert its rights, we were almost startled to find one morning that many of the trees had burst into bloom in a night. The pear orchard is a mass of white; it is a delight to walk among the plum-trees, for their fragrance fills the air, and every breeze sends a shower of petals to the ground. It was thought that the peach-buds were killed, but their delicate blushing blossoms enhance the beauty of the landscape.

Life and beauty are everywhere to be seen, and activity marks each group of workers. The farm plowing is in process of completion. Two teams may be seen preparing the soil for the new vineyard. A company of students, young men and young women too, are setting strawberry plants, and there is an acre each of new raspberries and blackberries.

You approach Study Hall, and around the corner of the building comes the mule-team, pulling steadily great loads of dirt, for the lawn about Study Hall and Domestic Arts Building is being graded, preparatory to laying out walks and putting in flower-beds.

There are young men on ladders painting the various buildings. Some are sifting sand and mixing mortar, while others are plastering. The cement steps and the entrance to Study Hall have been completed within a few days. Water has been put into this building, and about six hundred

et of sewer pipe laid, connecting Study Hall with the main sewer.

The printing office is steadily turning out work. Every few days a form of "Bible Reader, Second Year," is run by the big press. The *ADVOCATE*, of course, is a regular job, and it is scarcely ready before companies of students call for their clubs for distribution in the neighboring towns and cities. 1,500 copies of the April issue were thus disposed of.

Domestic Arts Building belongs to the lady students, and the scene of activity includes that building also. The meeting of the Lake Union Conference will bring to the College a good many visitors,—we have been asked to prepare for two hundred. The young ladies of the Domestic Science Class will provide for the temporal wants of this company, so they are re-arranging the dining-room that all may be accommodated. It is by doing the actual work in kitchen and dining-room that the young women of Emmanuel Missionary College are trained to act as matrons and preceptresses in other schools.

If one wishes to see young people bearing responsibility, let him spend a few days on the College farm. D.

#### REASONS FOR HAVING A SUMMER SCHOOL

Elder J. D. Gowell, president of the East Michigan Conference, says:—

"I consider the summer school an important part of the work for the present day. I know that the efficiency of the elementary teachers in this Conference was greatly increased the past year, and I attribute this to the summer school. I do not see how we can dispense with the summer school unless we are willing to relinquish all our plans for Christian schools, a thing which never could be. I am in favor of helping teachers to attend the summer school. I trust we shall see decided advancement this season."

Elder J. M. Rees, president of the Southern Illinois Conference, says: "Christian teachers are few in number. There are

many who profess to teach, but those thoroughly qualified to do so are hard to find. I hope there are some young people in this Conference who can make this their life work. As they are found, I shall be glad to see them attend the summer school."

Elder A. G. Haughey, president of the West Michigan Conference, writes: "I believe that Christian schools should excel the secular schools in real book training. Our teachers ought to be able to pass in the ordinary public school examinations for certificates with credit to themselves. I have been well pleased with the advancement that has been made in the schools, but I see room for still greater improvement. I certainly favor any legitimate movement to increase the number of Christian teachers."

"I consider the summer school a necessity," writes Elder S. E. Wight, president of the North Michigan Conference. "Our school work this year has been a success. Judging from the present outlook, we must do something definite for the training of teachers if we expect to meet the demand this next fall. I consider the summer school a necessity."

Elder W. J. Stone, of Indiana, says, "As a conference we shall be glad to do all in our power to assist worthy persons to procure a preparation to become teachers."

From Wisconsin's president come these encouraging words: "I fully agree that we need wide awake teachers. You know I am in favor of your conferences helping teachers obtain the necessary preparation at the summer school."

"READING is an old method of education, and old traditions die hard. Head rather than hand work has for years been looked upon as education. OUR TEACHERS WERE SIMPLY HEARERS OF RECITATIONS. This, with the correcting of notes, is not a difficult task, and does not call for a high type of *teaching*."

# IN THE EDUCATIONAL WORLD

## IN BEHALF OF RURAL LIFE

Prof. L. H. Bailey of the New York Agricultural College, is quoted by *The Rural New-Yorker*, as follows:—

"A college of agriculture can no longer confine itself to the teaching of mere technical agriculture. It must stand also for the rural school, the farm home, and every enterprise that makes farm life attractive and profitable. Colleges and universities have necessarily stood mostly for the city person, or for those persons in the country who would gravitate toward the city. The College of Agriculture stands for the country and the persons who would live in the country. Its motto is, "The open country for the country's sake." Therefore, an extensive work is really necessary to a modern agricultural education enterprise. We must reach more people and a greater variety of interests than can be touched by teaching only those who come to the college. The schools must be led to see that it is vitally important that the children's minds be directed toward the farm and the country rather than toward the city. We have been teaching the things that lead away from the farm. The college does not lead the boy away from the farm; he is usually led away, if at all, by many influences before he ever goes to college.

"The extension work of the Agricultural College falls under these general heads:

"1. The nature-study-work, to put the children and the schools into closer sympathy and touch with farming and country life. This comprises the Junior Naturalist Clubs, the Junior Gardeners, the Teachers' Home-study Course, and other enterprises.

"2. The reading-courses, of two parts, —the farmers' reading-course, and the farmers' wives' reading-course.

"3. Experimenting and lecturing and teaching throughout the State. Many hundred experiments have been made and are being made on many subjects connected

with soil fertility, tillage, spraying, crop-growing, stock and dairy problems, poultry-raising, fruit growing, etc.

"4. The short winter courses of eleven weeks at Ithaca, comprising a general agricultural course and a dairy course.

"5. Another line of effort is to help the teacher in the country school to teach the outdoor and farm subjects. Therefore, a special teacher's course has been established in the College of Agriculture, to give instruction in nature study, agricultural topics, and country life subjects. We have great hopes of this."

## THE HOME GARDENING ASSOCIATION OF CLEVELAND

The city of Cleveland, Ohio, has a Home Gardening Association, the primary object of which is "to plant flowers, vines, and shrubs in unsightly places." The association does much of its work through the school children. J. M. Bowles, writing for *the World's Work* (May), says: "The Association comes into direct contact with 65,000 children. It furnishes seeds which are planted in 25,000 homes. Every child in the public schools of Cleveland is now enabled to have a garden in the summer: and in the winter months every room in the schools is brightened by the thousands of flowering bulbs."

As a result of the effort, thousands of yards have been cleaned up, and flowers and vines have been planted in the worst districts of the city.

Every Christian teacher should be a leader in flower-culture in her community.

## MEMORY TEACHING

Very much of the present day teaching is memory drill. The teacher of psychology in one of the Pennsylvania state normal schools, tested one hundred students to ascertain how they were taught history. Sixty-two of the one hundred stated that they "memorized the text, and recited it

word for word as nearly as possible."

Dr. Gunsaulus, lecturing at the Auditorium, Chicago, on the subject, "Christ's Ideals and Methods of Education," spoke as follows concerning the relation of memory to education:—

"Memory is the driest part of a child—it should be the 'hired man' of the imagination. The one word of the English language I would abolish in an educational sense is the word 'capacity.'

"You make a cistern of capacity for your son." You plaster it with prejudices and begin to pour into it rules, and dates, and pages, submerging the child beneath all this, until in the presence of the uncles and aunts that stand about admiringly, you call him fit to graduate, 'and lift off the lid while he pours forth the contents of the cistern.'

"They say, 'O, how much he does know,' while one truly educated feels like holding his nose, for there is no offense more noxious than the boy or girl who had been 'stuffed full,' a cistern of dates, and rules, and creeds, instead of a living well of refreshing, life-giving inspiration."

Are you making a dumping-ground of the minds of your pupils, or are you teaching them to think?

#### HOW THE BABY TEACHES DEMOCRACY

The editor of the *Chicago American* says:—

"It is a very commonplace baby who can not teach his parents many things that they should know.

"First of all, a baby is democratic.

"No amount of argument can persuade him that the baby of a king or a duke is more worthy of his attention than the baby of the washer-woman.

"When he is able to run outside and play with other little ones, he selects for his playmates those who please him best—whose traits of character make them the most desirable companions.

"He is indifferent to the fact that the rich baby across the street wears finer garments than the poor baby around the corner. If the rich baby is more cheerful and

interesting, well and good; if not, the poor baby is made the boon companion.

"To the average American baby the girl which was born to John D. Rockefeller, Jr., the other day would be no more interesting than a little girl born the same hour to a peddler in the poor district.

"He has his own standards. If other babies meet them he asks no questions as to parentage or fortune."

#### HOW AND WHY AGRICULTURE SHOULD BE TAUGHT

The *Louisiana School Review* gives the following reasons for making the teaching of agriculture a part of every school course:—

"The teaching of agriculture should begin in the public schools. Nature-study should precede, and the elements of agriculture follow, in every course of study for the common schools. The problems of the arithmetic should be, in part, those that deal with living questions on the farm. In the same way other subjects should be taught with reference to broadening the pupil's ideas of farm life. Our geographies too often picture our plantations as great fields of cotton or sugar-cane dotted with darkies and mules, while the cities are described in such a way as to give the rural boy erroneous comparisons and impressions. Let us enrich the courses of study as they are now, only modernized by substituting living questions for some of the abstract problems.

"A knowledge of scientific agriculture would give us a happier people, more intelligent patriots, and save, annually, millions to the State."

#### HOW TO MAKE MONEY IS THE GREAT QUESTION

"The capacity to make money seems the primary consideration with the bulk of students, while mental development is a secondary matter," says Pres. J. K. Patterson of the Kentucky State College. He was addressing a legislative investigating committee, and to this body of men he said:—

"I have found that neither the farmers

of the state nor their sons show the least interest in agricultural pursuits or studies, and, therefore, for want of sufficient patronage, the department has been allowed to drop. As a general rule, when the son of a farmer comes to college he enters the courses tending to one of the liberal professions, believing that when his course is completed he will be in a better position to make money than if he remained a farmer. To a great extent this feeling is encouraged by the farmers themselves, who fail to realize that the professions are overcrowded and their earning capacity reduced almost to a minimum."

#### AGAINST CIGARETTE SMOKING IN ENGLAND

The following manifesto, signed by school-masters and church prelates, was recently published in the *London Times*:—

"In view of the great increase of late years in cigarette smoking among the young, it is felt that a strong expression of opinion may be of use in drawing national attention to a habit which is undoubtedly doing much to undermine the health and ruin the character of many English boys in the various grades of society. Whether to the public school boy or to the boy in the street, the evil is equally harmful, and we can not too strongly express our hope that every possible attempt may be made to deal with what we believe to be a very serious hindrance to the young life of the nation, and we would specially emphasize the evident duty of parents to control their boys in regard to this habit."

#### A GOOD REASON FOR MANUAL WORK

Count Leo Tolstoy gives in the following language some fundamental reasons for manual work, and the teacher of manual training will find in his words a most satisfactory reason for combining mental and physical instruction in the schoolroom. Count Tolstoy says, "A few days ago Mr. Bryan was in my house, and asked me why I considered common manual labor indispensable. I told him that, first, it is the

sign of a sincere recognition of the equality of men; secondly, that it brings us nearer to the majority of the working people from whom we are fenced off by a wall, if we would profit by their need; thirdly, it gives us the highest bliss and peace of conscience, which no sincere man utilizing the work of slaves has or ever can have."

#### LOVE YOUR FARM

"I am heartily sorry," says a writer in *The Progressive Farmer*, "for any man who is farming for money merely. I would as soon marry money. Either condition, it seems to me, would approach very near the height and depth of human misery. Next to my sweetheart wife, I love my farming, and my pride and joy in its products is next to that I take in our happy, healthy children. I study its care and management, its interest and well-being, present and future, almost as I study theirs.

"I am indeed truly sorry for the man who farms as they used to say in Illinois—'to raise more corn to feed more hogs, to make more money to buy more land, to raise more corn to feed more hogs,' and so on to the grave.

"Brother farmers, let us look up. We stand next to God as the ministers of his material benefits to the needs of mankind. Let us love our business and our home, honor them, and make them lovely."

#### NIGHT SCHOOLS

On the East Side in New York, and at the North End in Boston, the schools in the poorer districts are kept open at night to give the children of the crowded tenements a clean and comfortable place to study their morrow's lessons, with some one to help them on difficult points. The children resort to these evening study-rooms in surprising numbers.

ACCORDING to the child labor law of Germany, no child is allowed to work more than three hours a day during the school term, and only under certain special conditions can any child under fourteen years of age be employed in a factory.

# WITH THE TEACHERS

## JUNE

'Tis heaven alone that is given away,  
'Tis only God may be had for the asking;  
No price is set on the lavish summer:  
June may be had by the poorest comer,  
And what is so rare as a day in June?

Then, if ever, come perfect days;  
Then heaven tries the earth if it be in tune,  
And over it softly her warm ear lays!  
Whether we look or whether we listen,  
We hear life murmur or see it glisten;  
Every clod feels a stir of might,  
An instinct within it reaches and towers,  
And groping blindly above it for light,  
Climbs to a soul in grass and flowers;  
The flash of light may well be seen  
Thrilling back over hills and valleys;  
The cowslip starts in meadows green,  
The buttercup catches the sun in its chalice,  
And there's never a leaf or blade too mean  
To be some happy creature's palace:  
The little bird sits at the door in the sun,  
Atit like a blossom among the leaves,  
And lets his illumined being o'errun  
With the deluge of summer it receives;

His mate feels the eggs beneath her wings,  
And the heart in her dumb breast flutters and sings:  
He sings to the wide world, and she to her nest;—  
In the nice ear of nature which song is the best?

Now is the high tide of the year,  
And whatever of life hath ebbed away  
Comes flooding back with a ripply cheer,  
Into every bare inlet, and creek, and bay;  
Now the heart is so full that a drop overfills it,  
We are happy now because God wills it;  
No matter how barren the past may have been,  
'Tis enough for us now that the leaves are green:  
We sit in the warm shade and feel right well  
How the sap creeps up and the blossoms swell;  
We may shut our eyes, but we can not help knowing  
That skies are blue and the grass is growing;  
The breeze comes whispering in our ear,  
That dandelions are blossoming near,  
That maize has sprouted and streams are flowing,  
That the river is bluer than the sky,  
And that the robin is plastering his house hard by.

—James Russell Lowell.

## QUESTIONS ASKED AND ANSWERED

10. Miss A. S. asks: "What shall we do when we teach the children proper habits of caring for their bodies, and how to eat, drink, and dress in harmony with the instruction which the Lord has given, and they return to their homes to find parents doing differently? Is there not room for discouragement?"

*Ans.* From a human point of view it may seem discouraging, but to the Christian teacher whose sight is that of faith, never. Practically all great reforms have been wrought through the children. The children in Israel's camp had to learn to do differently than their parents or they would never have gone into Canaan. The Jesuits, early in the history of that order, in the space of a few years reclaimed Europe for the papacy. They did it by teaching the children. One of the first things done was to teach them not to eat meat on Friday. The children obeyed, and taught their parents to do likewise. The object of the present educational reform is to turn the hearts of the fathers to their children.

Christ did not speak vain words when he said, "A little child shall lead them."

11. Miss E. G. asks: "Shall the teacher in a Christian school require attendance at the weekly prayer meeting of pupils who have no legitimate excuse for staying away? The child I have in mind has been placed under my charge exclusively."

*Ans.* Services attended because of coercion do not usually yield the best returns. Although parents and teachers must sometimes resort to that means, there is usually a better way. Try associating the child with you in working for others. Visit the poor or the sick together; and at the weekly meeting have something of interest to report. Will not the child desire to attend such a service? Make the meetings interesting, and children will be drawn to them.

12. "What should be the length of the term in a Christian school?"

*Ans.* This is a pertinent question in view of the fact that some schools have only a very short term each year. Nine months

should be the minimum. In some places school work may profitably be continued throughout the greater part of the year, but this presupposes a large amount of out-of-door manual work—a combination of physical work and mental discipline. Short terms are an injustice to the pupils. They are usually the result of inadequate financial support.

13. A. M. asks: "What improvement may we look for when our schools are systematically supported?"

*Ans.* Increase in the number of schools; better paid and consequently better trained teachers; better facilities; better school-rooms; improvement in every respect. What would be the result if every man who wished to send a letter, had to provide his own means of transportation? What is now done for a few cents would then cost dollars. Schools supported as most of them are at present, are as weak as a ministry dependent upon local support. Teachers, the ministers of the children, should receive the same support as other gospel laborers. This requires co-operation and co-operation is always stronger than a single-handed encounter.

14. Miss V. M. S. asks: "May not each teacher have an opportunity to exhibit samples of work done during the school year at the Summer School?"

*Ans.* Certainly this is what we are planning for. A room will be fitted up, and each teacher is cordially invited to contribute what will best represent her efforts with the children. Bring exhibit with you or send, carefully labeled, with charges prepaid, to the president of Emmanuel Missionary College, Berrien Springs, Mich.

### THE FIRST LAW

BY A. W. SPAULDING

The voice is a mirror of the soul. The gruff voice bespeaks a crabbed heart; the shrill voice a frivolous or a passionate mind; the gentle, well-controlled voice a perfect soul.

In the teaching of language, first and constant attention should be given to the

culture of the voice. Voice-culture can not be successful when methods are followed which direct the attention wholly to the mechanical development and control of the voice; for the voice will be what the soul makes it. The teacher, therefore, must lay his foundation for language culture upon the solid rock of perfect character.

Seek to inspire, by your manner, by your love, by your own voice, feelings of love and joy in the hearts of your children. Thus will you be attaining the greatest end in the teaching of language, for the voices of your children will echo your own.

You teacher who pride yourself on your firm discipline (if such there be to read this) do you reflect how you are defeating the purpose of your work when your strident voice rings out: "John, sit up!" "Pull yourself together there, sir!" "Stop that whispering!"—with a snap of the fingers? Pure quality of voice can come only through the cultivation and exercise of purity of heart; and purity of heart is bred only by the love of God.

Away in the western deserts there springs toward the sun the solitary plant of the wastes. It fights its way through flinty sand, and seeks its nourishment in the bosom of a dry and sterile earth. Its presence gives a touch of life to an otherwise lifeless scene; in its shade often rests the weary traveler, and from its trunk sometimes he draws refreshing drink. It has done what it could to fulfill its mission, and it gives of its best to all who ask. Yet it is not a beautiful plant, nor is its shade inviting. Its spiny arms shoot up in stiff and graceless attitude, and never do the caresses of the breeze draw from its stern being a whisper of music. In other lands, if planted there among the beautiful and the gift-giving trees of more favored climes, it stands in awkward conscience of ugliness, and draws to itself feet only that seek for the curious and the grotesque; none ask from it comfort or help; it is a proud, unhappy Ishmaelite among trees. That is the giant cactus of the desert.

But I would rather see the bristling cactus fight its way through cutting sand and

burning air, drawing from its ungracious surroundings the life that makes it what it is, than to see a tender child, kindly or evil whether he be, forced to imbibe learning through the medium of a nature warped to rasping voice and scathing tongue and flashing eye. Knowledge he may get, as the cactus finds and hoards the water in its pulpy limbs; but the stiff, gruff nature that it makes is never able to give the musical invitation: "The Spirit and the Bride say, Come; and let him that heareth say, Come; and let him that is athirst come, and drink of the water of life freely."

It does not mean disorder, this true tenderness of voice. It is only he who loves who can maintain heaven's order: violence of spirit destroys poise, and, unbalanced, the teacher loses control. The sympathetic voice responds to every emotion; and when the sternness of merited displeasure comes, the voice of the sympathetic teacher does not lack tenseness. My own memories of teachers in boyhood days bring back the agony of one crisis, when a loving teacher, for once turned to severity, waited with no word beyond the first command, for a boy's cowed submission; and with that contrasts the bravado with which that boy marched before a breathless roomful of comrades to receive a strapping from a loud-mouthed, domineering monster who "had good discipline."

If I have seemed to wander from my subject, forgive me: it is the voices that I hear. All down the stream on which my schoolboy bark drifted, ah, how sweetly, as Memory glides over its vanished waters, come the birdlike voices of my mothers of the schoolroom, from the one who applauded my first crude figures on the well-washed slate, to her whose charms of mien and voice drove learning deeper than the brain! I can not recall the features of many of their faces, but the voices, they swell in my heart to such a grand, sweet, full chorus as I never shall hear till the harps of the crystal sea are struck, and the voices that learned on earth the dulcet tones of Canaan's tongue, are raised again to give praise to Him whose voice, with its

musical flow, has reached and won them all, saying, "Come unto me, all ye that labor and are heavy-laden, and I will give you rest."

## A NATURE STUDY

BY WILLIAM COVERT

### THE MIGRATION OF BIRDS

The migration of birds to avoid the rigor of winter has been a matter of interesting study for many centuries.

Six hundred years before the birth of Christ, the prophet said, "The stork in the heaven knoweth her appointed times; and the turtle and the crane and the swallow observe the time of their coming; but my people know not the judgment of the Lord." Jer. 8:7.

Pliny describes the passage of certain migratory birds as flying in the form of a wedge, with the point foremost; when the leaders are tired, they are received into the rear of the moving column, and others take their places at the head.

From this description, it is seen that geese and ducks in their periodic flights, moved in the same order thousands of years ago, as they do now. As the prophet wrote two thousand five hundred years ago, so it is still, "They observe the time of their coming."

In the northern hemisphere, the goose, the duck, the stork, the crane, the swallow, the robin, the lark, the cuckoo, the martin, the woodcock, the bluebird, the female among the yellowhammers, and many other birds, go south on the approach of winter, and return at spring-time.

This disposition among the birds is a most wonderful exhibition of divine guidance. In it is optical proof that God influences their movements.

There are several remarkable features to their migration. The first is that they should migrate at all; second, that they should know the proper times to go and to come; third, that they should know where to go; fourth, that they should know which way to start, and how far to proceed. Whence comes that ability which enables them to traverse the vast, trackless course

in the air, going both by day and by night, and yet to reach their proper destination?

What compass guides them? What tells them of food and pleasant weather where they are going?

There is associated with this exodus from land to land a kind of previous consultation and organization for the journey. Storks and some other birds have been observed to gather daily at some resort for about two weeks before their departure for another clime. On these occasions they form in the order of their intended flight, as though they were planning the details for their journey.

If God has not given to these creatures a great amount of ability to reason, he has provided them an instinct which guides them in finding what they need. From their trust in him, he asks men to learn lessons in faith. "Behold the fowls of the air; for they sow not, neither do they reap, nor gather into barns; yet your heavenly father feedeth them. Are ye not much better than they?" Matt. 6:26.

As God feeds the birds, and ever since the curse has fallen upon the earth, directs them to lands of summer all the year, will he not also care for all who put their trust in him?

That he might encourage men to trust in divine protection, the Saviour spoke of how one sparrow, worth only half a farthing, can not fall without the notice of the Infinite One. If God cares for sparrows, and hears the ravens when they cry, he should be trusted and obeyed by man, who has been blest with reason, and for whom the world was made.

#### SOME PRACTICAL LESSONS

Sluggish men are cited to the fleetness of the roe in delivering itself from the hunter, and to the swiftness of the bird when escaping from the snare of the fowler. The shiftless are told to go to the ant, and "consider her ways and be wise." Prov. 6:6.

By pride men miss much that they might know, because they refuse to gather lessons from little things. The Lord says

that ants, though "little upon the earth, . . . are exceeding wise." This statement is made because they use industry, and prepare for their own needs. Prov. 30:24, 25. They make the most out of their conditions. They acknowledge no defeat, even when adversity comes upon them. In this they manifest happier dispositions than men, who become discouraged because of reverses.

Man may well be thankful to the Creator for the gift of reason. But this should not make him vain. Because he reasons, his responsibility is increased; yet, in common with all the creatures in orders below him, he is wholly dependent upon God for everything.

Man is so disposed to boast that he needs constant lessons in humiliation, and nothing is better fitted to teach him than a careful study of God through his works. Here he is constantly reminded of the sobering fact that he is "dust." "For dust thou art, and unto dust shalt thou return," is written upon every object which serves for his schooling.

#### THE EFFECT OF MUSIC UPON ANIMALS

S. A. Wikoff writes for *Our Dumb Animals*, "Although not a cowboy, I own some cattle, and have 'stood guard' a good many nights while moving them from pasture to pasture. At 'bedding time'—about dusk—a rider will ride to the front of the herd and 'hold it up,' that is, stop it, and in a few minutes will ride rapidly round and round it till all the cattle are stopped and crowded close together, say five hundred cattle in a circular piece of ground one hundred yards in diameter. The cowboy usually whistles or sings while doing this. The cattle stop. Presently one lies down and is followed rapidly by the whole herd, till frequently in ten minutes a herd is all down, the cowboy now riding in a slow walk around them, stopping occasionally if he desires to. He whistles or sings, or is silent now as he likes; but should they get up and become excited in the night he again rides round them rapidly and sings till they are again quiet. The cattle soon learn what is wanted of them.

### Why Some Birds Hop and Other Birds Walk

A little bird sat on a branch of a tree,  
A swinging and swinging as glad as could be,  
And shaking his tail, and smoothing his dress,  
And having such fun as you never could guess.

And when he had finished his gay little song,  
He flew down the street, and went hopping along  
This way and that way, with both little feet,  
While his sharp little eyes looked for something  
to eat.

A little boy said to him, "Little bird, stop!  
And tell me the reason you go with a hop.  
Why don't you walk, as boys do, and men,  
One foot at a time, like a dove or a hen!"

"How queer it would look, if when you go out  
You should see little boys go jumping about  
Like you, little bird! And you don't know what fun  
It is to be able to walk and to run."

Then the little bird went with a hop, hop, hop,  
And he laughed, and he laughed as if he never  
would stop;

And he said "Little boy, there are some birds that  
talk,  
And some birds that hop, and some birds that  
walk.

"Use your eyes, little boy, watch closely and see  
What little birds hop, with both feet, just like me,  
And what little birds walk, like the duck and the  
hen;

And when you know that, you'll know more than  
some men.

"Every bird that can scratch in the dirt can walk,  
Every bird that can wade in the water can walk,  
Every bird that has claws to catch prey with can  
walk—

One foot at a time; that is why they can walk.

"But nest birds that can sing you a song  
Are so small that that their legs are not very strong  
To scratch with, or wade with, or catch things;  
that's why

They hop with both feet. Little boy, goodbye."

*L. F. Bates, in Wide-Awake.*

### MY SEWING CLASS

BY GRACE O'NEIL

How thankful Christian teachers should be for the opportunities afforded in the branches taught in the elementary school.

If we recognized more of these opportunities there would be in our schools less of the ordinary routine which in time becomes monotonous to both pupil and teacher, and more zeal and enthusiasm would be manifested on the part of all.

I refer to such classes as the domestic

economy class, the sewing class, or the class agriculture. Do not say, "I would like very much to have these classes, but I haven't the time." Take time and see if you do not feel more than repaid. The description of the following class may help you in organizing one.

It is the sewing hour. A song is first sung, then unfinished work which has been carefully folded away is brought to view. Since this is an ungraded school, the pupils ranging in ages from 5 to 19 years, the class is divided into groups, an older member taking charge of a group of smaller ones and directing their work.

Here is a group of little boys absorbed in their work. They are of different ages, and since some work faster than others, they are not all working on the same model, but one is interested in backstitching a little oven towel, another in hemming a little white handkerchief, while still another is patching a little piece of checked gingham, the checks of which he has carefully matched. Time is often taken for a drill in naming the stitches and learning to recognize them in the article made.

After the class has been well started, we are ready for short talks from pupils. As subjects are assigned several days before, pupils are prepared to give them, not in the form of an essay, but as an original talk.

These talks vary. They may be on something relating to sewing, as cotton, bringing in the manufacture of cotton cloth or it may be on the manufacture of needles, or silk, its origin, culture and manufacture. It may be a talk on farm life or a nature-study, with drawings on the board to illustrate the talk. Thus I find opportunity in the sewing class for quite a complete correlation of the common branches, for you see it may be made the basis of geography, arithmetic, or agriculture as well as of some of the more elementary subjects.

Sewing being taught in a systematic way, the girls soon learn how to make simple garments for themselves, and you would not ask if the boys were benefited could you see with what pride they exhibit their models. Then surely the lessons learned in neatness, carefulness, and cleanliness are lessons in character building that will be lasting.

*Des Moines, Iowa.*

## PROGRESS DEPARTMENT

### PROGRESS IN SOUTH AFRICA

BY C. H. HAYTON

Another school year of the Claremont Union College was brought to a close December 8, 1903. The students and patrons gathered in the church and listened to a well rendered program and an educational address by Eld. I. J. Hankins. A retrospective view of the year brings many encouraging and some discouraging features to light. The school is at present in need of experienced workers. Repeated calls have been made, but the need still remains. The teachers in consequence have been overworked; the industries have suffered, until the only feature remaining in this line is the farm. The printing office has been taken over by the South African Union Conference, and is now under its control.

Over against the debit sheet of the year's experiences, we have to look upon the co-operation and willingness of the students. Their appreciation of the school, and their earnest endeavor to make the most of every opportunity, was shown in their desire to return after the holidays. The Friday evening social meeting was well attended, the interest being good throughout the year. The health of the students has also been well preserved. For these encouraging features we feel to thank God.

The finances of the school are sound. The balance sheet for the year ending Dec. 31, 1903, shows £ 140-16-1, in the bank, and £9-8-5 cash in hand. The College debt has been reduced from £2,600 to £2,250 through the sale of "Christ's Object Lessons" by the brethren. The outlook for the payment of a similar amount the coming year is good. We have felt the hand of the Lord in the reduction of the taxes for 1904. Whereas in past years we have been paying £81 on a valuation of £7,000, the Claremont municipality has kindly reduced this to £36 on a valuation of £3,000.

At the present writing the school has opened its new year February 8, 1904. The outlook is very encouraging. Ninety-three students were in attendance on the first day. Their ages range from six to nineteen years. Half of this number are not children of Adventist parents, but come from neighboring homes. The school enjoys a good local patronage, and stands high in the community. People are willing to send their children to us even though the Sabbath, Christ's second coming, and the state of the dead are taught them. We feel greatly encouraged to press on in this work, for many of these truths become topics of conversation in the various children's homes, and seeds of truth are sown thereby. While our school is primarily a training-school, it partakes also of the nature of a missionary school, in opening its doors to all who are willing to come and be taught.

The teachers at present connected with the school are, Mrs. C. H. Hayton, standards, beginners 1, 2; Miss Helen Hyatt, standards 3, 4, 5; Miss Ellen I. Burrill, standards 6, 7, 8; C. H. Hayton, standards 9, 10, 11; W. C. Walston, business manager; and Mrs. W. C. Walston, matron. Miss K. Lawrance has charge of the colored school. While there have been many perplexities and difficulties connected with the school work, yet the years spent in Africa have been pleasant and profitable ones to me.

*Union College, Claremont, Cape Town, South Africa.*

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### WHERE DECREASE IN MEMBERS IS A GOOD SIGN

Miss Annie Jenson writes, from Harvey, Ill. :—

"Sometimes I fear that the work of Christian education will never succeed because so few teachers understand the spirit that it is necessary to have in order to make a success of their work. We know so little

of the true principles and methods of Christian education. I feel that this is my condition, and sometimes I almost doubt whether I did the right thing in entering this work. Yet when I study over the matter, I can but believe that I did heed the voice of God when I gave up my former position in the secular schools.

"Our work has, in many respects, been most encouraging. We started with a school of over twenty, and now have but eleven. The decrease in numbers is due to removals to the country. Five families have moved South. Three settled in one place, and two about seventy-five miles from that place. At both of these places Christian schools are to be started. Thus Christian education is being extended in the Southern field.

"I suppose this ought to be considered an encouraging feature, for the message is to leave the cities and move into the country. The South also needs workers. I think the experiences I have had here are just what I needed to make me more like Jesus. I want to attend the summer school, and thus be prepared for better work next year."

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#### PERSERVANCE WON

Miss Lottie Bell writes: "When I came to Cleveland last fall, every child in the church was attending public schools. One month was spent in home visiting, and long days of labor. School finally opened with four pupils. Times did not look so bright then as they do now. But my trust was in God, and I knew that he had never lost a battle, and truth must finally triumph. Those were anxious moments for me, though, for the whole church was watching the outcome.

"One by one the children began to come, until today we have an enrollment of twenty-seven, five of whom are from other than Adventist families. The school board told me if a school of twelve could be raised by next June, they would be contented. They have expressed their approval of the school many times, and the church has done the same.

"Do not think for one moment that I take any credit to myself, for all the glory is due to the Lord. I am glad he could use a child like me to accomplish his purpose.

Let me tell you one experience with a little girl whose mother is a Catholic and whose father is an infidel. I had taught the child about Jesus and how to pray. She learned to have great faith in prayer. Recently her father was taken ill. The doctor pronounced it a serious case of typhoid fever, and when the stretcher was brought to carry him away to a hospital, the little girl begged to be allowed to pray for papa. She kneeled down and folded her little hands, and asked God to make her papa well, to keep him and bring him back to her and her mamma again. The father could not withstand that touching scene, and he promised his wife that if he was permitted to return to his home, he would go down to the teacher who had instructed his child, and he would be a Christian. Today he still lies in the hospital. This is only one of a hundred experiences that to me are intensely interesting.

"I have had mothers come to me and cry like babies, and beg me to take their children, to do something for them. They seem to think I can do anything they ask. I wish I could. There are some dear people here.

"Every month I give the church a report of the school, telling of new ideas and plans, and the principles of our work.

"The boys have done some beautiful work in chair-caning. I have introduced sewing, clay modeling, paper sloyd, and a few simple lines of manual work. At present we are endeavoring to raise the means for wood sloyd, and are laying plans for mothers' meetings. I have a few plans for a small flower-garden, also. Our ground is limited, and we can not have everything ideal in the city as you do in the country; but we can work toward the ideal, and hope some day many will be in the country.

"I have had the pleasure of seeing one family with little children locate in the

country, and several more who will, probably, at the close of school. The wickedness of the cities is great. I do not wonder that they sink, or are burned. We have had several destructive fires here this winter.

"I am hoping that it will be possible for me to attend the institute this summer. I wish I might stay there a whole year. My prayers often ascend for Emmanuel Missionary College. My interest in that place can never die."

#### TEACHERS AND THE CORRESPONDENCE COURSE

H. W. Johnson, who taught during the winter at Messick, Mich., writes:—

"My school work keeps me very busy, but I have taken time to help the church members with their Bible lessons in the School of Correspondence. They take a deep interest in these lessons.

"Some are beginning to realize that it is God's plan for man to live in the country and not in the cities, and that they are to till the soil. They are beginning to see this truth very clearly as they study the Bible. The last lesson touched upon the permission given to man by God to eat the flesh of animals. The thought that blood and fat should not be eaten was also brought out. It has made a deep impression upon the class, and has been much discussed.

"Two more have said they want the lessons. One is a sister whose husband is not a Christian, and she has no means. Nine are now studying the lessons given by the Correspondence School."

This is the result of a little work done by a very busy man. If one teacher situated as this one is, can so interest nine of the patrons of the school that they undertake regular school work by correspondence, it certainly should arouse a great many who have felt that they could not do anything. This teacher has not only awakened an interest in his patrons, but has himself been a faithful student in the Correspondence School. It may be that this is the reason he has succeeded so well in interesting oth-

ers. There is something here for teachers to ponder over. Is it a fact that the reason there is so little interest in study in the churches is because teachers themselves are not as enthusiastic as it is their privilege to be?

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#### HOW TO HELP OTHER TEACHERS

An elementary Christian teacher who is a real missionary in a small church, writes: "I do not have the *ADVOCATE*, but hope to be able to subscribe before long. My income is barely sufficient to cover the expenses of living, and I have been unable to get the needed helps."

Can not some way be provided to give teachers the benefit of the *ADVOCATE* when they are actually giving themselves for the salvation of our children? Are there not some who are deeply interested in the educational movement who would be glad to assist just such people? We have received a number of letters of this kind. The *ADVOCATE* office has supplied the paper to such people in the past, but the *ADVOCATE* itself runs on as small a margin as these teachers. If you feel inclined to help, address the editor, and he will tell you of persons who will thoroughly appreciate your effort. Some may not be able to teach, but they can co-operate with teachers in this way.

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#### FINDS PLENTY OF WORK

Miss Bertha Bartholomew, formerly a teacher in the Battle Creek, (Mich.) church school, has been unable, because of the illness of her mother, to teach this year. She has been living in South Bend, Ind., and writes as follows concerning the work which she has been doing:—

"I do not feel that this has been a lost year. What time I could be away from my mother I spent in canvassing, until the holidays. Since then I have kept busy nursing in private homes. I am so glad that I learned to nurse while in Battle Creek. I have many opportunities to bring the truth to people in this way.

"We have recently organized a Christian help band in our church, and have been

doing a large amount of Christian help work. I sold over forty copies of the special number of the *Signs of the Times*, and each month I dispose of a large number of the *Life Boat*.

"I was very much disappointed when I was unable to teach, as I love that work more than anything else. I hope that another year I shall be able to take a school."

#### SOME HINTS FOR TEACHERS

Bro. George F. Knapp, who is teaching at Tell City, Ind., writes: "I am well pleased with the Mental Arithmetic, and use it in preference to all others. I find in the ordinary arithmetics a mass of useless, impractical things. I am trying to teach something of much more importance than abstract numbers, and to make practical what is taught. I have taught, and have had older pupils teach, the use of the square until seven-year-old boys can lay out and saw rafters, braces, etc. My older boys and girls figure and saw out for roofs of different pitch.

"Five three-foot round tables have been made with natural wood legs ripped by hand out of oak, and oiled. The girls helped do this work. Many of the people here are poor, and these tables are a help to them.

"Two of our girls made a three-and-one-half foot sawhorse that would do credit to a good carpenter, out of saw-mill waste, giving exact measurements and slant of legs.

"I have taught the children, two at a time, to make granola, crystal wheat, rolls lentil roast, etc. They applied this knowledge at home, and now, where graham flour had not been seen, graham bread and these other foods are in use. Several of the children show marked improvement in health.

"I am more and more convinced that the older pupils should assist in the teaching. I have lately assigned to eight of my students three pupils each for organ practice, for a period of ten minutes each every other day, and they are doing well. They were confined to the scales until a few days

ago, when some began to play pieces. The pieces work out easily, showing that plenty of time should be given to the fundamentals. I started the music work outside of school hours."

#### BOULDER'S CHRISTIAN SCHOOL

A. W. Lane writes, from Boulder, Colo.: "The school thus far has progressed nicely. Miss Lila States has charge of the first four grades, and I have the fifth, sixth, and seventh grades at present. The first part of the term I had some more advanced students. In general, an active interest is taken by the students in their school work. So far as I have learned, the school has given satisfaction, and this fact is demonstrated by the willingness on the part of the parents to be prompt in meeting the running expenses of the school and the salaries of the teachers. I am encouraged, and hope that much good will be accomplished."

#### AN INTERESTING SABBATH SCHOOL

Recently Doctor Paulson visited the Sabbath school at Emmanuel Missionary College, and listened to the mission study which at the present time is taking the place of the ordinary review. The subject under consideration was the educational work of Alexander Duff. So interested was the Doctor in this plan of conducting the Sabbath school that he returned to Chicago determined to introduce the same method into the school for sanitarium workers.

#### A SCHOOL IN SPAIN

The *Missionary Worker*, of London, states that the Brethren Bond of California have started a small school in Sabadell, Spain, near Barcelona, in connection with which meetings are held for the adults. Several have accepted the Sabbath.

#### THE ELK POINT (S. DAK.) INDUSTRIAL SCHOOL

The *Dakota Worker* states that S. J. Branson is now acting as principal of the Elk Point Intermediate Industrial School, with Miss Maud Weller as assistant teacher, and

that William Twining has been made business manager. Mrs. Twining is matron, and has full charge of the girls' dormitory.

### LOOKING FOR GROWTH

Miss Lottie Farrell, Wisconsin's educational superintendent, says, "I can not understand why every one of the teachers is not taking a course in the Correspondence School or something of a similar nature."

THE Central Union Conference will conduct a summer school in connection with a tent effort at Atchison, Kansas, instead of at Union College.

A FRIEND of the ADVOCATE who has been a subscriber for a number of years, writes: "Enclosed find fifty cents. Please send a copy of your valuable magazine to some one who needs it."

THE faculty for Cedar Lake Academy,

Cedar Lake, Mich., for the following year is: S. M. Butler, president; Mrs. S. M. Butler, preceptress; and B. A. Wolcott, preceptor. By vote of the Board, the short-hand department was discontinued. The strength of the school will be devoted to giving pupils thorough instruction in the common branches, correlating physical and mental work.

THE West Michigan Conference committee at its session held in Grand Rapids, decided to conduct a teachers' institute for a week or ten days the first part of June. Teachers who have been working in West Michigan during the past year will have their railroad fare paid to Cedar Lake and return, and the Conference will furnish entertainment. This is a substantial way of proving that the education of the child is considered of vital importance to the life and strength of the church.

## 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.

**Of Interest to the Blind:**—Any teacher in the United States having pupils who are blind, who would be benefitted by having text-books copied for them, can be assisted at a very low cost for the production, by arranging with H. A. Dike, of College View, Nebraska.

### SUMMER IN MICHIGAN

This is the time to plan your summer vacation. Michigan is the place you are seeking. Send name and address to H. F. Moeller, G. P. A., Pere Marquette Railroad, Detroit, Michigan, for booklets, "Michigan Summer Resorts" and "Michigan East Coast Resorts."

**Summer School Announcement.**—It tells of the teachers' assembly held each year at Berrien Springs, Mich. The school opens June 22. Copies for free distribution. Each teacher and prospect-

ive teacher should have one. Address, President of Emmanuel Missionary College, Berrien Springs, Mich.

**For the Children:**—Shall the little children forget during vacation what they have learned during the school term? Let them read Bible Reader No. 1 during the summer. The pure thoughts of the child's language. Thirty-five cents per copy, postpaid. Address, Advocate Publishing Co., Berrien Springs, Mich.

**Selling the Advocate:**—We believe our readers will be as interested as we in the success that has attended the sale of the Advocate. The students of Emmanuel Missionary College are now regular agents of ours. They became interested in the circulation of the journal through reading it carefully, and so catching the spirit of the message it gives. The first month 1,000 copies were sold. This was a large number to begin with, but in April these same students sold 1,500 copies. It is a movement that grows.

We receive such letters as this. "Please send fifty copies of June Advocate for distribution in the neighborhood of my school." How can we as publishers interest you in this matter?

# A TEACHERS' TRAINING SCHOOL

## The Seventh Annual Assembly of Christian Teachers

Will convene at Emmanuel Missionary College,  
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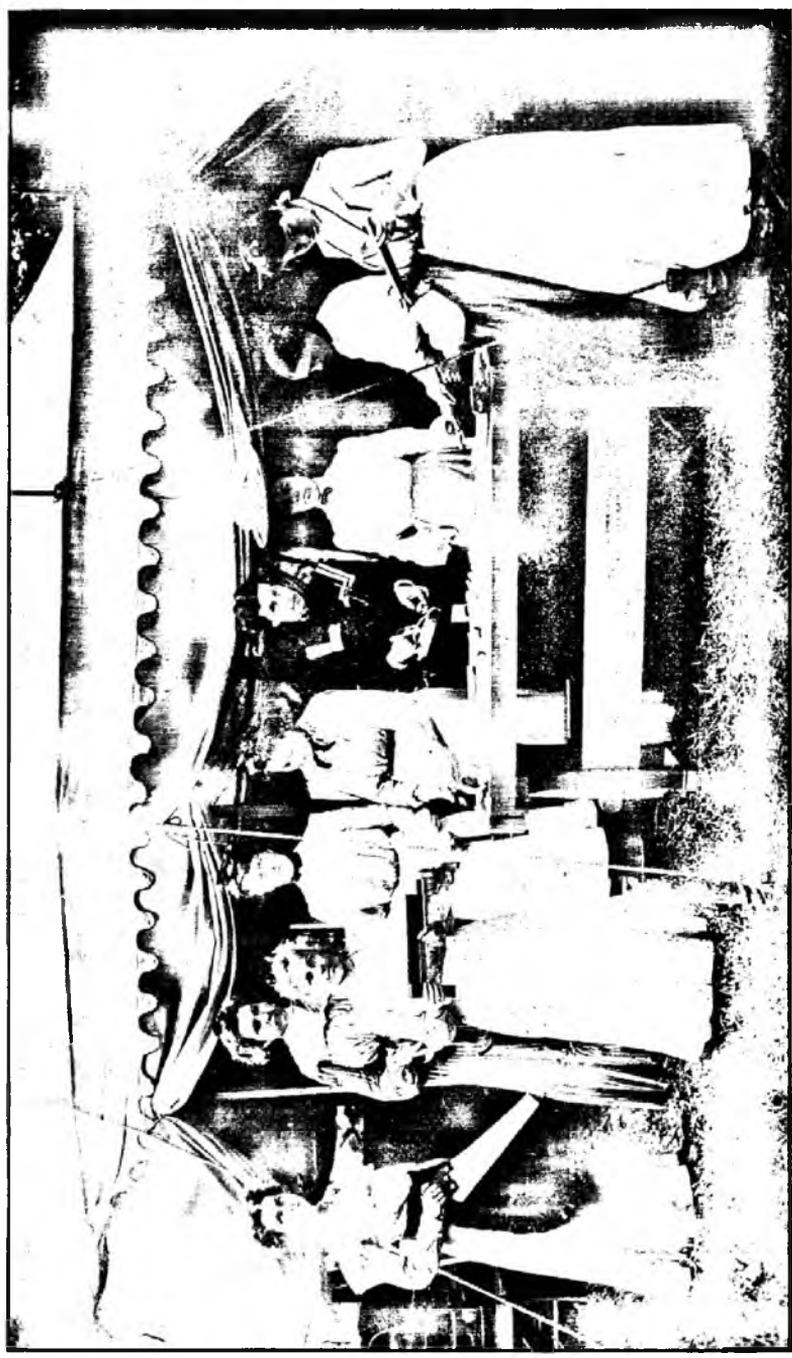
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**MANUAL TRAINING** is one of the inviting features of the teachers' assembly held at Emmanuel Missionary College, Berrien Springs, Mich. June 22 to August 16, 1904.

"The objection most often urged against industrial training 'in school,' is the large outlay involved. But this outlay proves to be the truest economy."



A class in wood sloyd on the Summer Assembly grounds of Emmanuel Missionary College

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