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LET US MAKE THE TEACHERS OF ISRAEL
THE HIGHEST AND
THESE THINGS TO BE

The Advocate of Christian Education

Editorial

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Find Your Place.

Reports.

Vol. VI
No. 7

July, 1904

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THE FIRST SCHOOLROOM ON EARTH.—"The Lord God planted a garden eastward in Eden; and there he put the man whom he had formed."

Froebel said, "No high degree of morals can be established or maintained without manual labor."

Bible by Correspondence

Prepares for the Future.

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"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

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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

“As soon as a child knows its father on earth, it ought to know its Father in Heaven.”

“HEREIN is wisdom in the training of children. Plant the mind early with the truths of God's word, and error and folly will, in a measure, be forestalled. The false will soon spring up if we do not early occupy the mind with the true.”

“HE who said he did not wish to prejudice his boy's mind by teaching him to pray, soon discovered that the devil was not so scrupulous, for his boy soon learned to swear. It is well to prejudice a field in

favor of wheat at the first opportunity.”

“As the dwellers in Eden learned from nature's pages, as Moses discerned God's handwriting on the Arabian plains and mountains, and the Child Jesus on the hill-sides of Nazareth, so the children of today may learn of Him.”

WOULD you know how Christian teachers should be supported? Study the Lord's plan for the support of the Levites in Israel. “They were the teachers of the people.” “TAKE HEED TO THYSELF THAT THOU FORSAKE NOT THE LEVITE AS LONG AS THOU LIVEST UPON THE EARTH.”

“THE fragrance of a single small flower may pass unnoticed. Two or three flowers may emit an odor scarcely perceptible, but a cluster of these same frail beauties may fill the air with their fragrance. Unity of purpose, whether it appears in the form of church fellowship or otherwise, strengthens any cause.”

THE SIGNIFICANCE OF AN EDUCATIONAL REFORM

The expression, reform in education, is becoming a very familiar one. What does the term comprehend?

As used by Christian educators, it calls for a “genuine change of thoughts and methods of teaching.” We have been familiar with a system of education which exalts a certain degree of intellectual culture while giving little heed to physical and spiritual development.

A reform in this particular comprehends the close correlation of spiritual, intellectual, and physical training from infancy. A

system of education which not only advocates this idea, but puts it into operation, must be upheld by skillful teachers who are themselves spiritual-minded, and who not only firmly believe in the correlation of manual and mental training, but who are living exponents of this principle.

In other words, the teachers of a reform system of education must be practical Christians who, in daily life and in dealing with students, exalt physical training in a corresponding degree with mental discipline.

In order properly to correlate the three forms of training just mentioned, it is necessary for the pupils to have access to the soil, and in various ways to come close to nature. Educational reform, therefore, places the school in some country place, and the pupils in contact with the soil.

The ultimate result of this part of an educational reform will be a solution of those vexing problems of society which center in the cities. It is because of imminent dangers from which even the most sanguine involuntarily shrink, and which every philosopher knows are inevitable, that at this time a reform in education is being wrought. Herein lies the salvation of the church and the cause which it has espoused.

In the threefold education which this reform introduces, the spiritual training is not mere theory, a sort of general appeal for better morals,—it is in truth a practice in soul-winning as a result of instruction in Bible truths. Students and teachers unite in spreading a knowledge of the gospel.

The educational reform comprehends also the conduct of Christian schools in sufficient numbers to reach every child for whom Christian training is desired. To reach the masses, Christian education, like the gospel in all its forms, should be free, trusting for its maintenance in the future to the liberality of those who have been reared under this influence.

There will be on the part of the teachers of this system a return to nature's ways of dealing with developing minds. God's Word will form the basis of all instruction; thoroughness will characterize all departments of the work; the teaching of the manual arts will form an integral part of the curriculum of every school; teachers and students will together do the work of the hand, the brain, and the heart, each in its time.

Such a system does in truth require a "genuine change of thoughts and methods of teaching." This change, however, is not an impossibility. It opens a great field before the progressive teacher.

THE FINANCIAL PROBLEM AGAIN

"It is not lack of interest which has threatened us," writes a teacher whose school is in one of the sea coast towns, "but rather the financial problem. The people living here are entirely dependent upon the water for a living, and one can imagine the condition which we had to meet when snow and ice kept the men from working from Christmas until March 1."

Why should the children in that school be deprived of school privileges because the severe winter weather cut off the parents means of support?

They would not be, were it not for the fact that most Christian schools are still dependent upon local support. When the Biblical method for the support of gospel laborers is extended to include Christian teachers, those working in any unfortunate neighborhood will receive the same support as a minister would receive under similar conditions. Why make the distinction we now do between gospel laborers?

THE PRESENT SYSTEM WEAK

A brother who has been a teacher in the secular schools most of the time since 1864, has taught in a Christian school in one of our western states for the past two years. He has taught his last school, because the support is inadequate. He says: "The wages have not been enough to support me, my wife, and child. I leave without money, and broken in health. The brotherhood here have paid the teacher all they were able. I have no complaint to make. According to the present system of paying teachers, there are many local churches that are overburdened when they attempt to pay even half wages."

AN EFFORT TO REFORM

In the report read at the recent meeting of the Lake Union Conference by the Educational Superintendent of Wisconsin, these words occur: "The interest in the school work deepens. There is an earnest desire on the part of nearly all parents to have their children taught of God. This leads many to change their place of resi-

dence in order to obtain the privileges of a Christian school.

"In many cases people have moved from the smaller churches, where schools could not be maintained because of lack of means, into larger churches. But this is not as it should be." Why not put a good teacher in these weak churches who by his missionary efforts for children and adults will make these weak places strong ones?

A SCHOOL FUND

"To remedy this evil," says this same superintendent, "and to provide for the maintenance of our schools in a way that will make them free to all children, whether or not they come from Christian homes, we have decided to raise a school fund by the payment of second tithe and such offerings as the people may see fit to make. We consider this an improvement over the methods of local support which we have pursued in the past, and we believe it will succeed because it is at least one step toward God's plan for the support of this work."

RESULTS OF PROPER SUPPORT

This question of support is before us for solution. Its proper solution will be rewarded with better school buildings, many more and better qualified teachers, longer school terms, and above all, a larger class of missionary workers.

DEVELOPMENTS AT EMMANUEL MISSIONARY COLLEGE

The past month has been a busy one at Emmanuel Missionary College.

For ten days in the month of May, the Lake Union Conference held its biennial meeting at the College. The delegates and visitors were roomed in the summer school cottages on the assembly grounds and in some rooms made vacant by students crowding together. During the days of largest attendance, nearly three hundred and fifty persons, in addition to the school family, were fed in the dining-room. The work of cooking and serving was under the direct control of the young women of the Domestic Science Class. They arose to the occasion, and their ability and the prac-

tical education they are receiving, were often the subject of remark by the visitors.

The season is late, and the strawberries ripen slowly, but the cannery is ready to begin operations in preserving fruit and juice for home consumption, and for the market. Students will act as pickers, a number planning to make their summer's expenses by picking and packing fruit. Chicago is the shipping point for College fruit. The steamer, "May Graham," takes fruit from the College dock in the afternoon, and the next morning it is on sale in Chicago.

Brother Baird has moved to Washington, where he will have charge of the student labor used in the erection of buildings at Takoma Park. The cottage which he occupied on the College farm is receiving a fresh coat of paint, and will be occupied by a number of the gentlemen students.

The extension into the Southern field of the educational principles upon which Emmanuel Missionary College was founded, will take the president of the school away a portion of the time, and Prof. H. A. Washburn, principal of Bethel Industrial Academy, has consented to assist in the work of Emmanuel Missionary College next year. He and his wife have just arrived from Bethel, Wis.

There has been organized recently a new administrative class. The various departments of the Training School are under the direction of several classes of students and teachers. The new class is known as the Finance Class. It is composed of those students and teachers who are directly connected with the expenditure of means, the distribution of labor, and the general management of the farm. Questions of economy, the purchase of implements, seed, etc., are studied by this class, and it is their duty to bring before the union body recommendations looking toward a development of the manual labor. This class is associated with the executive board of the school.

The spirit of democracy strengthens. Students, by considering such vital questions, are learning to think. They are facing problems that have baffled the skill of many a missionary who has met them for the first time in a foreign field.

IN THE EDUCATIONAL WORLD

PRACTICAL RESULTS OF MANUAL TRAINING

In the year 1896 there was organized by C. J. Atkinson, in the city of Toronto, Canada, a boy's brigade. It was the plan to reach the boys of the laboring classes on "self-help and mutual-help lines, with a view to the development of the better sides of boy nature, mental, physical, social, and spiritual." Since its organization the work has had a steady growth.

At the present time "twenty-three classes are conducted by a staff of over forty teachers, all of whom, together with the superintendent and his assistants, give their services gratuitously." Of greatest importance among these classes are agriculture, manual training, printing, domestic science, basketry, clay modeling, wood-carving, free-hand drawing, Bible study, and gymnasium classes.

In the department of agricultural work, an acre of land known as the 'Broad View Miniature Township' has been laid out in sixty-six farms. A great variety of vegetables and flowers are raised on these miniature farms.

Self-government is taught. A presiding officer and five town councilors are elected annually. Regular council meetings are held, at which all business connected with the township is transacted. Offenders are tried and punished by the body, unless the offence is of too serious a nature for their consideration, in which case it is referred to higher authority.

The organization has been recognized by the Ontario government. It has made an impression on the community, and the police state that it has transformed the whole section.

EDUCATION REVOLUTIONIZED SCOTLAND

Scotland had had but little influence in the world when, in Scotch phrase, "it was statuted and ordained that every parish in

the realm should provide a commodious schoolhouse and pay a moderate stipend to a schoolmaster."

"The effect," says Lord Macaulay, "could not be immediately felt. But before one generation had passed away, it began to be evident that the common people of Scotland were superior in intelligence to the common people of any other country in Europe. To whatever land the Scotchman might wander, to whatever calling he might betake himself, in America or in India, in trade or in war, the advantage which he derived from his early training raised him above his competitors. If he was taken into a warehouse as a porter, he soon became foreman. If he enlisted in the army, he soon became a sergeant. Scotland, meanwhile, in spite of the barrenness of her soil and severity of her climate, made such progress in agriculture, in manufactures, in commerce, in letters, in science, in all that constitutes civilization, as the old world had never seen equalled, and as even the new world has scarcely seen surpassed. This wonderful change is to be attributed, not indeed solely, but principally, to the national system of education."

Will Christian education do less for us today?

A SCHOOL IN CARPENTRY TRAINS MISSIONARIES

Rev. H. F. Laflame, a missionary of the Canadian Baptist church laboring at Co-canada, India, writes for the *Missionary Review of the World* (June) of the condition of the people of India, and says, "We opened a school for teaching carpentry in this place. Into this school we admitted boys over twelve and under twenty-five years of age. A number of the older men are married. The single men have their sleeping apartments removed from the quarters of the married. All are accommodated in about ten rooms, the married men being under the head carpenter and

the single men under the oversight of a compound school teacher.

"Each boy on entering is supplied with an adz, a chisel, a plane, and some bits. These tools are increased as his capacity to use them increases, and when after three or more years in the school, the man graduates regularly, he is presented with all these tools, and in addition a saw, square, brace, hammer, screw driver, and a number of planes with the irons. Many of the tools he learns to make himself.

"The work done comprises chairs, tables, boxes, doors, windows, house-roofing, book cases, all kinds of household furniture, country carts, plows, wooden shoes, repairs of all kinds, including carriages. There is never a lack of work, and the order book is always away in advance of the delivery book. The attendance numbers about twenty-five, over whom there are two master carpenters. The work hours are from six to twelve and two to six, each day except Saturday, when the men get an hour in the evening for sea-bathing.

"One hour of each evening, from eight to nine, is spent in study under the school-master for six nights in a week. All the pupils know how to read."

This school was established about eight years ago. Many of the students who have attended are now doing good work outside of the school.

About, \$1,000 mission money, has been spent in training twelve competent workmen. On an average this is \$83 for each man. Is a man worth it? This problem now being solved in India is equivalent to the one concerning free tuition in our own Christian schools.

THE JAPANESE SHOW THE RESULTS OF TRAINING

The following description of the education of the Japanese soldier, by Wm. Thorp, in the *World's Work* (April) tells its own story. Teachers should be able to read between the lines.

Mr. Thorp says: "Long before he enters the cadet's school, the Japanese officer is taught to despise money and luxury, to

scorn the society of women, and to fear nothing except cowardice. It is a thoroughly Spartan training. Japanese officers waste very little time over their social obligations, and their meals are the simplest and the least luxurious in the world. Drinking is discouraged by the main officers. A bottle of wine or spirits is rarely seen unless it be the *sake* of the country, on which it is very difficult for any man to get drunk.

"General Grant expressed the opinion, after his visit to Japan, that the Japanese officers were among the best in the world; and he highly praised the several military schools and colleges maintained by the government at Tokio and elsewhere."

MAKING THE SUNDAY-SCHOOL EDUCATIONAL

A systematic effort is being made to increase the efficiency of the Sunday-school. The movement is headed by such men as President Harper, of Chicago University, and other educators of equal note.

There are in the United States and Canada 153,246 Sunday-schools. The average attendance is eighty-five. A multitude of children are thus gathered together each week.

The question is raised, How can the Sunday-school be conducted as to yield permanent results? Some suggestions for improvement are: trained teachers, continued attendance for a term of several years, graded departments and texts books, periodical examinations and promotions, separate rooms, and considerable study outside of school hours. Those interested in this movement are endeavoring to impress upon public school teachers the field of usefulness open to them, if they become Sunday-school teachers.

Is there not in all this a recognition of the close connection which does exist between the Christian day school and the Sabbath-school? Can the two be separated? Should not the Sabbath-school be a continuation of the lessons throughout the week?

THE FARM BOY'S EXPERIMENT CLUB

In 1902, we are told by Miss Adele M. Shaw, who is searching out the interesting schools of this country, "Mr. Kern, superintendent of instruction in Winnebago County, Ill., started a Farm Boy's Experiment Club to interest the children in the common farm animals and plants." They were under the direction of the Agricultural College. They tested the vitality of seeds, planting them and keeping a record of their growth. During the summer Mr. Kern took a party of three hundred boys and parents to visit the State College of Agriculture. There are now 386 members of this Experiment Club. Many of these boys have left school.

"When the Experiment Station which they had visited, wanted to find out whether or not sugar beets could be raised with profit in Illinois, the boys took the proffered seeds and proved that they could. The beets that they sent in were the finest the station received."

Why should not every Christian school prove the practicability of teaching children to cultivate the soil?

MANUAL TRAINING IN A MISSIONARY TRAINING SCHOOL

Robert College, overlooking the Bosphorus, is perhaps the most advantageously situated educational institution in the world. It was founded in 1860 by Dr. Cyrus Hamlin. Dr. Hamlin went as a missionary to Turkey in the year 1839, and in the winter of that same year was instrumental in starting what is known as Bebek Seminary, the forerunner of Robert College. One of the first things Dr. Hamlin did was to fit up a workshop, and to connect manual labor with the new school.

But manual training was in those days not a popular method of education. Especially was it opposed in a Christian school, and Dr. Hamlin met with the bitterest opposition.

At one of the board meetings when Dr. Hamlin was absent, it was voted that the Seminary workshop be closed, that the ma-

terial and tools be sold and the result be put into the treasury of the mission. Not one cent had the mission put into this workshop. Dr. Hamlin had raised the money in other ways.

When Dr. Hamlin heard of the action of the board, he immediately made preparation to close the shop. He then requested the board to take in hand the forty-two students who had no way to provide themselves with clothing and an education, without the workshop. When this request was received by the board absolute silence reigned. Then one of the leading men on the board burst into a laugh. The spell was broken, and Dr. Hamlin was allowed to go on with his industrial training.

It is not yet clear to some that the teaching of the manual arts is an integral part of Christian education. It still seems to some a desecration of God's means to support the teacher of the manual arts in a missionary school from the same fund which supports the ministry. How long must we go through the experiences of Dr. Hamlin before it will be seen that missionaries must be trained in hand as well as in head and heart?

PATRIOTISM PERVERTED

Principal J. A. Kingsbury, of the Georgetown, Wash., public school, at a recent county convention, is reported to have assailed the manner of teaching patriotism now in vogue in the public schools of the country. He said:—

"You notice that throughout these teachings runs the military idea, and when a war is on, whether it be an inhuman war of conquest or a war to quell a rebellion, . . . then the watchword of patriotism is: 'My country, my country, right or wrong'—that flabby plea that the patriot in time of war must postpone virtue, and if evil be officially decreed, follow the multitude to do it."

DR. G. STANLEY HALL, addressing a mother's club, declared that Doctor Spank is still as indispensable in a well ordered home where children are being reared as he was in the days of Benjamin Franklin.

WITH THE TEACHERS

JULY

When the scarlet cardinal tells
Her dream to the dragon-fly,
And the lazy breeze makes a nest in the trees,
And murmurs a lullaby,
It is July.

When the tangled cobweb pulls
The cornflower's cap awry,
And the lilies tall lean over the wall
To bow to the butterfly,
It is July.

When the heat like a mist-veil floats,
And the poppies flame in the rye,
And the silver note of the streamlet's throat
Has softened almost to a sigh,
It is July.

—Susan Hartley Swett.

TEACHING PRINCIPLE IN THE CHRISTIAN SCHOOL

BY MRS. A. W. SPAULDING

The students of Emmanuel Missionary College are being taught to recognize the living principles of the Bible and to accept them by living them in their own lives. In whatever is met from day to day, these principles, rather than the feeling, are to be the guide to actions.

Because principle prevailed in Christ's life, he was able to live without sin. Still, did he wait until he was about to enter his ministry before he learned to be guided thus? We know that he did not, but that in his earliest childhood he was learning divine principles, not only from that part of the Bible which he had, but from the close communion which he held with nature, and also by both, as he saw their connection one with the other.

Many of us have seen the principles, but they have been of no value to us because religious things were held so entirely separate from the material things around us.

If it were necessary for Christ to live by principle from earliest childhood, should we wait to enter a training school before learning to live thus? Should not this begin in the elementary Christian school? I truly believe it should, and I am sure the Christian teacher will find the work much easier than the training school teacher finds it.

Some, at first, may say that our children's minds can not grasp such things. You may say they can get the story, but

not the principle contained in it. Is there any child, even when he first enters the schoolroom, who could not accept and take into his little life the great principle, "God is love"? In his life so far has there not been more of love than of anything else? Is he not now ready to be led to see this love of God in everything around him, in each lesson, and in the teacher's life, so plainly that he must feel it? Not because it is stated to him so many times, but generally it may not be stated at all, but because each lesson is so taught and the one who teaches is so filled with it, that the child must feel it. "There is one God and Father of all, who is above all, and through all, and in you all."

Should not the child also feel the brother-love—Christ our elder brother—as well as a brotherhood with God's other creative works? This is stated by many texts we might use. Thus we are led on as the children study in the school, from the heavenly home before sin entered, through all the Old Testament history to the time of Christ. The teacher must decide what principles to bring to the children from the different stories, as she learns to know the life of each one. Every lesson is full, but we can take only one at a time.

"I came not to be ministered unto, but to minister," is certainly a very important principle for the children to see and feel all through the study of Christ's life. In a

school where these things have been tried, we enjoyed an abundance of blessing as we could see our lives being changed; but spring had even more for us as we experienced, "I am the resurrection and the life," and saw the effect of this truth in the natural world.

At this time, in some classes bulbs were studied, drawn, and planted. On the board was written, "Because I live, ye shall live also." Do you suppose those lilies—yes, the whole world just then—spoke to those children any more of God, a living God, than it does to some of us?

May the Great Teacher help us as under-teachers to be able to see these great principles of truth running through every lesson that we teach, physiology, history, and all, so plainly that the children may know Him "in whom we live and move and have our being."

SCHOOL GARDENS

BY CORA M. SHAW

Spring had come, and, as so often, with its many lessons, came that feeling of weariness, and the longing seen in so many restless little faces to be out-of-doors. So often would we hear, "O, I wish school were out," but, though we might sigh a silent "Amen," the work would drag on. But this spring brought a new life into my schoolroom and a renewal of energy.

We began our work in the school garden. Interest was aroused when we watched the plow cut the furrows. Then came the question, How shall we plan our garden?

The work of drawing plans was given to the arithmetic class, a certain portion being assigned to each class. After measuring to find the length and the width of the field, they found the area and divided this evenly among their members. We next drew the plan on paper, to the scale of one eighth of an inch to the foot. In doing this, each gave one half foot off each side of his plot for a path. The gardens are 23 x 14 feet, with a one-foot path around them. The next thing we did was to find the amount of twine needed to twine and stake these gardens; then came the measuring off of

the twine and the actual work of staking.

At the beginning of the school year, we had made a study of the soils. After reviewing this, we began to work our ground. Great interest was taken, and our "farmers" worked with untiring energy at morning, at noon, and even during the play-hour.

We chose a variety of such seeds as could be harvested in the fall. Most of these seeds were donated by parents and friends. Simple card-board baskets were constructed for the purpose of carrying the seeds. This proved a means of teaching many useful subjects in arithmetic, and also afforded training for the hands.

The primary grades were given smaller plots of ground, and these gardens are planted to flowers.

From our garden work we have taught the following subjects in arithmetic: denominate numbers, dry, long, and square measure, computing the area of circles, squares, rectangles, and triangles of different kinds. We have studied ratio and square root, besides teaching the four fundamental principles of numbers. I can see how many other subjects could be taught. Most of the problems were made by the pupils themselves.

I find this advantage in teaching arithmetic in this way. Pupils are working toward a desired end. They are doing what to them is actual business. They are interested in it because it is their own, and they can see the need of learning. It also develops independence and originality.

Garden work contributes valuable subject-matter for language study, and also for nature study, as we study the plants, their habits and growth. In drawing, we draw our seeds and tabulate the time of sowing, sprouting, etc. In order to study germination and to watch the growth of plants more closely, we have planted our sand-table full of different seeds.

There are many beautiful lessons we can learn from seed-sowing, and now as they are covered with the dark earth, we are waiting for the fulfilling of the promise—"I am the resurrection and the life," for

we surely know, "They shall rise again."

What I have said about interest in gardening, I can say of any branch of manual training in our school. Our sewing has been carried on with interest, and also our cooking and serving of foods. It may seem to some that time is so limited that it is impossible to accomplish much; but, more is accomplished and better results attained in time thus spent.

The more I teach in this way, the greater is my conviction that when our schools are so conducted, we will hear less complaint from parents and children. And as more light is given me on this subject, I can only say, "School work is delightful! how can I ever leave it?"

CO-OPERATION IN GOVERNMENT

BY VINA M. SHERWOOD

About the schoolroom there are tasks which, if left for the teacher to perform alone, would rob her of many precious moments for other duties. So let the children learn lessons of unselfish helpfulness by aiding in this work.

Each Friday, after the school work is over, and just before we repeat our Sabbath verses, a business meeting is called, and plans for the work of the next week are looked after. For instance, some one was needed to care for the furnace during school hours last winter. The school elected the one to perform this duty.

If the matter on hand is something of importance, the vote is by ballot.

The teacher always occupies the chair. However, she is not exempt from duties, as she found last week when it was voted that she should carry water.

Sometimes we have a lively discussion, when a motion is made which does not seem advisable. The pupils are learning to think, and not to be hasty in making motions. Forgetfulness on the part of one elected to perform any duty, is punished, the form of punishment being decided by vote of the children, under the guidance of the teacher.

The children in general are delighted

with this plan. They feel that the school and its work is a part of themselves.

We are working to the end that all discipline shall be carried on in this manner. That is, if a pupil is disobedient, after prayer and careful consideration of the matter the pupils will decide what course to pursue.

A few Sabbaths ago, I was interested to notice that during the transaction of some business, which required the vote of the Sabbath-school, a dry affair to most children, every child was alert, and took as great an interest in the voting as did the older members.

VACATION WORK FOR TEACHERS

BY M. BESSIE DE CRAW

It is the vacation season for most of you. What are you doing to help forward the cause of Christian education?

Each teacher should consider himself a recruiting officer. Next fall the number of Christian teachers ought, at the very least, to be doubled. If you were a soldier and the ranks were thin, would you not use your persuasive power to strengthen the forces?

You *are* a soldier and the ranks *are* thin. I wish I could make you feel how much teachers are needed. Then surely you would go on a search for recruits.

Bro. N. H. Anderson, who has recently returned from Central Africa, where he and his wife have been missionaries for the last ten years, told us of the offers made by Ling Kahma. This African chief has begged missionaries to labor for his people. And yet for ten long years his call has been unheeded. There have been found no young people, stalwart Christian soldiers, who are willing to work for King Kahma and his people.

The story made us feel like starting at once for Central Africa. But I thought, Have not just such pleas come to me again and again? There are thousands of children drifting yearly. Few seem worried over the situation. Teachers and young people know of it, hear the calls, and pass on unmoved.

The camp-meeting season is here and that gathering affords an opportunity to work for the young people. Will you use it? What shall you do?

TALK SCHOOL WORK. Tell of the needs of the fields. Read of the needs before going to the meeting, and have your heart full when you get there.

ENCOURAGE PEOPLE to read papers and books on the subject of Christian education.

TAKE SOME ADVOCATES with you, and if you can do nothing else, read some of the items from the Progress Department. Parents will be surprised to hear how much good the schools are doing. Interest people in these things. Fill your own mind with interesting circumstances, and tell the incidents whenever you have opportunity. You have little idea how much good you may do in this way.

WRITE LETTERS to your friends. I could tell you of a number of laborers who were first interested through friendly letters.

SEND MARKED COPIES of papers. I mean this: when you find an article, especially on educational matters, which interests you, mark it freely, and send it to someone whom you wish to interest. People will read an article that is marked when otherwise they would pass it by.

If you will work with a will during vacation, some companies of children will have teachers next fall that otherwise would not.

SONGS FOR THE LITTLE ONES.

"How they did sing!" writes Miss Bertha Mitchell, teacher of the kindergarten at Haskell Home, Battle Creek, Mich., "such a sight, it seems to me, would melt the hardest heart. In the center of the circle was the doll's cradle and bed. One after another the children took turns putting the dolls to bed, and then sitting in the chair close by, would rock them gently while the others sang softly one after another of the sweet baby songs. The boys were just as anxious and gentle as were the little girls. When the dolls had been lulled to sleep, we

sang one stanza of the song known to the little ones as the angels' song:—

"Beautiful angels, watching close by,
Sent by the loving Father on high;
Keep us when sin and danger is nigh,
Safe in the pathway of right.

CHORUS:

"Watch away, beautiful angels;
Night and day, beautiful angels.
Trusting our Father, all will be right;
He sends the angels of light."

Then, while everything was quiet, the heads bowed and eyes closed, the morning prayer was offered, at the end of which the children joined in repeating their little prayer:—

"Now before we work today, we must not
forget to pray
To God, who kept us through the night,
And brought us to the morning light.
Help us in the words we say,
In all our work and all our play,
To love thee better every day. Amen."

Then came the story of the babe of Bethlehem. The precious dolls were held closely, and the story was listened to with as much interest as though they had never heard it before. Following the story, all joined in singing their favorite lullaby:—

Rock-a-by, baby, rock-a-by, dear;
Sweet angels' voices singing so near;
Jesus our Saviour came as a child.
Heavenly love on little ones smiled.

CHORUS:

Rock-a-by, baby, rock-a-by, dear;
Hark! angels whisper. Child, never fear;
Rock-a-by, baby, rock-a-by, dear,
Jesus takes care of us, tenderly near.

Rock-a-by, baby, rock-a-by, dear;
Shining above us, stars bright and clear;
One star of beauty, brighter than they,
Led to the manger where Jesus lay.

Rock-a-by, baby, rock-a-by, pet;
Jesus will never, never forget;
In a far country, over the sea,
He was a little child once, like me.

—Haskell Home Appeal.

TEACHING ARITHMETIC

BY WINIFRED TRUNK

In teaching arithmetic I have tried to secure a book with as few set rules as possible. We use Wentworth's Grammar

School Arithmetic, and for my advanced pupils we have a commercial arithmetic. We use our books for helps. They are textbooks to us, and nothing more.

I have had difficulty with my pupils to have them think independently of a book, and it has been a battle, for they have been taught to work everything by set rules. In order to do this, we have worked without the aid of a book until recently.

Measurements has been our principal topic for a few weeks, and we have found the cost of papering, plastering, carpeting, and flooring our schoolroom and other rooms. We have done but little work in measurements out-of-doors, for the weather would not permit, but we hope to do some soon.

At the beginning of the year each pupil and myself began to keep a small account book, and in this way studied bookkeeping.

MAKING ARITHMETIC PRACTICAL

BY EFFIE GILBERT

What little I have accomplished in teaching arithmetic has been due to my effort to make the problems practical by drawings, by having the children take measurements, and, with the little ones, by giving problems dealing with familiar things, such as counting eggs, studying branches, buds, leaves, and flowers. I lay special emphasis on drills in rapid combinations. I desire, however, to become more proficient in industrial work, in order to combine this with my class work in arithmetic.

THE GEOGRAPHY CLASS

BY ADDIE VOLMER

For several weeks we have been studying in our geography class the countries of Turkey, Russia, Japan, and China. We took each country separately, comparing its latitude, longitude, area, population, climate, surface, religion, education, productions, etc., with those of the United States.

The pupils are enjoying this method of studying, and spend much time reading papers, histories, books, etc. We are certainly kept busy.

LIGHT AND SHADE

Light! emblem of all good and joy!
 Shade! emblem of all ill!
 And yet in this strange mingled life,
 We need the shadow still.
 A lamp with softly shaded light,
 To soothe and spare the tender sight,
 Will only throw
 A brighter glow
 Upon our books and work below.

We could not bear unchanging day,
 However fair its light;
 Ere long the wearied eye would hail,
 A boon untold, the evening pale,
 The solace of the night.
 And who would prize our summer glow
 If winter gloom we did not know?
 Or rightly praise
 The glad spring rays,
 Who never saw our rainy days?

—Frances Ridley Havergal.

THE EFFECTS OF BIBLE TEACHING

"Me good boy, O, take me!" "Me good boy, O, take me!" "Me know your command, Thou shalt have no other gods before me: O, take me." Such are the pleas in broken English which were made to Alexander Duff when he opened an English school in Calcutta. There were other schools in India, but Alexander Duff from the first determined that the Bible and the Bible alone should be the basis of the education which he offered Bengali youth. His success was marvelous. In a short time a thousand students sat at his feet. The promise of Isaiah 60 was fulfilled,—the heathen flocked to him to receive the light of truth.

Duff's success as a missionary was due to the fact that instead of attempting to convert India through his own individual effort, he trained hundreds of young men to act as teachers. After one-third of a century, his students continued to control the educational interests of India.

Up to that time, "preaching had been considered the orthodox mode of missionary action. Doctor Duff held that the receptive, plastic minds of children may be molded from the first according to the Christian system, to the exclusion of all heathen teaching, and that the best preaching to the rising generations which is soon to become the entire people, is the 'line upon line, precept upon precept, here a little' " of the schoolroom.

PROGRESS DEPARTMENT

SELF-SUPPORTING TEACHERS IN THE SOUTH

Brother Geo. E. Crawford, who has been engaged in missionary school work at Waynesville, N. C., during the last two years, sends a year's subscription for the *ADVOCATE*. In his letter he says:—

"You see when one is working for nothing, it is very hard to take all the periodicals that he needs, but I will not do without the *ADVOCATE*.

"I have been working at a saw-mill for two months, endeavoring to earn enough to provide myself with clothing and other necessaries, so that I may carry on my school work another year. I am holding meetings in the schoolhouse near by on Sundays, and am also conducting a night school for some of the mill hands. They are much interested in their school work.

"I shall soon go to work on a farm for a lady who is planning to start an orphanage. I shall work there until my school opens in July. The plan of the one who is establishing an orphanage is to take in about one dozen children, and teach them to till the soil and do other work while they are learning books.

"I have purchased some land near my school at Cove Creek, and hope by another year to be able to do some industrial work. A lack of money this year prevented me from beginning. You see I get no support either from the conference or the school, so have to wait until the Lord sends me money, which he often does in different ways.

"The rent of the land this year will bring me about one hundred dollars. I have some good fruit trees, and expect to set out more. My land is on the mountain side, but it is excellent land. I am very desirous that a northern family of good, solid character should settle near by, so as to make the work here more prominent. The school has been very successful, and bears an excellent reputation throughout

the country. During the past ten months of school, there have been enrolled sixty adults and children, several of these being boarding students.

"Some of the more substantial people are beginning to take an interest in the school, and I think that I shall be obliged to enlarge the schoolhouse and get another teacher. More than half of those attending had never been to school before in their lives, and nearly all of the others were only beginners. Some of the students were converted as a direct result of the school work.

"If some one else settles at Cove Creek, I desire to extend the school work in the mountains. I have had several invitations to start schools, but had no means and no teachers. It does not need highly educated teachers, but consecrated educators. There are so many longing to read and write a little. They think they have a great deal when they have a little. It is truly a pleasure to work for this people. They are very reserved at first, but when their confidence is won, they are willing to do anything to help.

"I wish a few of your consecrated students might be impressed to come down here to work, even if there is not much pay in it."

CHRISTIAN SCHOOLS IN BRAZIL

BY JOHN LIPKE

The starting and maintaining of Christian schools in Brazil has been connected with difficulties of which those living in the States have no idea.

The American who comes here must first of all forget that he is an American, because many American ideas and ways are of little account in this country. "Paciencia" (patience) is the watchword of the native. The majority think that what can be put off until tomorrow should not be done today. This, however, is not so bad with the Germans. They are as a rule more time-saving, where they don't mingle much with the natives.

The Catholic church has the education of the youth, and only a small per cent. of the population can read or have a desire to read. To get an education is an ambition confined largely to city people. The people in general do not appreciate a good education. Nevertheless, our school work has gone forward.

We have in Brazil twelve church-schools. The first school (not a church school) was started by Bro. Graf about seven years ago. It has developed in the city of Curityba, in the state of Parana, until it is one of the first schools in the city. About a year later, Bro. Stein, a former teacher of the Curityba school, went to Brusque, in the state of Sta. Catharina, and founded the first church school. Meanwhile Brother and Sister Brack came to Brazil, and the latter took the church school at Brusque, while a little later Bro. Stein began to edit our Portuguese paper *Avanto da Verdade*. More than six years ago the writer started the third church school in Taquary, State of Rio Grande do Sul, with only a few pupils.

A short time before this another church school had been started at Benedicto, with Bro. R. Olm as a teacher. After the mission school had been held about a month, the first call came for a teacher, and Brother Zankowski, who is at present church and music teacher at Brusque, was sent out to another place. Not so very long after that, one call after another came, and four more teachers were sent out.

At our conference in 1902, changes were made and four more teachers were sent from this school. Besides that a church school was started in Espirito Santo by Sr. Ehlas, the wife of our minister, and one in Minas Geraes by a former canvasser.

The last school established in Brazil is the mission school of Taquary, where we have German and Portuguese teachers. From there we expect to get our workers for the natives.

Our work has been so far mostly among the Germans, and our church schools are all German with the exception of one, where the Portuguese language is taught more or less.

As we study the Testimonies and the ideas of our leading educators, we see that we are far behind, because we lack proper school books in the German and Portuguese languages. Germany has very good schools, good methods of teaching, and good school-books, if we look at it from the human standpoint. But as we consider all in the light that the Lord has given to us on this, we see we must have something else that is written in harmony with the divine principles revealed to us.

I am glad that our leading brethren at the convention at College View have concluded to write text-books. May God grant that our English-speaking people may be greatly benefited by good text-books and that our people from other nations may get also a share of the benefits derived therefrom.

In most of our schools we use in Bible study Bro. Bell's Bible lessons for children. Nature-study is given according to Bro. M. E. Cady's lessons. For arithmetic, language, geography, physiology, etc., we have to use books prepared by teachers of public schools in Germany.

But how do you support your teachers? our readers may ask. From donations and tuitions. If I tell you how small a salary our teachers get, you will be surprised. The most of our teachers are real missionary teachers, who work not for money alone. They feel that they do the Lord's work, and must therefore sacrifice. The salaries are different. Several get only about three dollars a month and board, others about six dollars, and few get more.

The question of salary is settled by the churches where the teachers work. From their salary they purchase their school helps, as charts, books, etc. If some one asks, "Why do you not support your teachers better?" we must say we can not, we are doing pioneer work.

Our teachers have been a blessing to the companies where they have taught. Yes, they can be called the backbone of the companies.

Our first teachers' institute, which closed a few days ago, was indeed a time of re-

refreshing for those of our teachers who attended. They went out again from here to do the Lord's work for the younger members of the Lord's household.

FIND YOUR PLACE

Miss Nettie Dunn, who this year carried heavy work in a Christian school at Welch, Louisiana, writes thus:—

"But few Christian teachers are left in the work who entered upon the first year of normal instruction in 1897 in Battle Creek College. It is only because I have unmistakable evidence that I am called to this work that I am left in it. The perplexities have been many, the burdens heavy, and the temptations to enter other work great, but I dare not go contrary to the leading of Providence."

Would that every one who enlists as a Christian teacher could know that she is called by the Lord, and would not dare go contrary to the leading of Providence.

What strength it would add to our cause!

A SOURCE OF ENCOURAGEMENT

"One thing which above others has encouraged me in my work this winter," writes Miss Jennie Judson, "has been the hearty co-operation of the parents. Many rough places have thus been made smooth.

"I find that the teacher who lives with a family during the entire school year has many more opportunities for working with the children than one who is with the children only during school hours."

DUQUOIN, (ILL.) INTERMEDIATE SCHOOL

One of the boys says the Bible lessons alone are worth more than the regular tuition. The bookkeeping class is making rapid progress. One young man refused a good position for the spring and summer, that he might not miss the spring term of school.

ENCOURAGE SINGING

Miss Mamie Jones, teaching at Hankinson, N. D., says:—

"My pupils are very much interested in

the missionary reports which appear in the *Review and Herald*. They also learn a new song each week, which they sing by themselves in Sabbath-school."

BUILDING AT TAKOMA PARK

Brother A. S. Baird, the architect and teacher of carpentry in Emmanuel Missionary College has been called to Washington, where he will have charge of the student labor used in the erection of buildings at Takoma Park. Four young men, Elihu Wood, Adrian Zytkoskee, Frank Artress, and C. G. Leitzman, students of Emmanuel Missionary College and members of the building department, accompanied Brother Baird. An industrial education prepares a person to fill positions of responsibility. Such students are in demand.

RUTH M. WATSON, a teacher of Golden-dale, Wash., sends in her subscription for the *ADVOCATE*, and says, "I know that the *ADVOCATE* should be read by every Christian teacher, because it brings them into touch with teachers in other parts of the field. We greatly need the unity that comes by studying what others are doing. One-third of the attendants of my school are children of parents who are not members of the church. There are so many opportunities, so many possibilities open to the Christian teacher."

MISS FLORENCE KIDDER, teacher at Rome, New York, writes; "I have an enrollment of seventeen pupils this year. They range in age from six to eighteen, and every grade from one to nine is represented. My children made a thanksgiving offering of three dollars, which was used to help send a teacher to India. They have sold 'Paradise Home,' and other small books; also a number of the special *Signs*, and one student is working for the *Life Boat* and *Good Health*. We are planning to close school with a missionary campaign."

MISS EFFIE G. GILBERT, teacher of a Christian school at Wellsville, N. Y., writes: "Last fall my children and I planted in boxes, bulbs of daffodils and other varieties

of flowers. I followed the directions given in Mr. Bralliar's articles in the *ADVOCATE*. We are now rewarded with our first flowers, and the children are delighted. My great aim in teaching is to lead the children naturally to become active workers where they are. They are interested in making gardens, and some are planning for theirs at their own homes. This is my first experience in the work, but I am sure that I want to continue in it, and it is my desire to be a workman that needeth not to be ashamed."

MRS. E. BLANCHE MARKHAM of West Valley, N. Y. writes, "I feel that I am just beginning to comprehend Christian education, and the great plan God has revealed to us in these very last days seems more wonderful all the time. I am looking forward to spending a summer again at Berrien Springs. I think I shall fully appreciate every opportunity to be found there as I did not before. I had not been long enough out of Egypt, and like the Israelites, fell to murmuring and looking backward too often.

"The *ADVOCATE* has been a great help to me, and is always fresh and inspiring in its spirit. I am looking forward to the time when we shall have more text-books, and especially a missionary geography. I can not yet teach geography entirely from a missionary point of view. Church school work in New York is progressing. Brother Carr is devoting his energies to it, and Bro. F. H. Hicks is another enthusiastic supporter of Christian education, and there are many others. We are struggling, but we are coming on, though far in the rear of some of the states."

F. G. SPECHT, superintendent of North Dakota, states that they are working hard to be able to open their intermediate school next fall. As soon as the weather permitted, they began the frame of the building. The foundation and basement of one of their buildings are complete. The plans are all ready and the lumber is on the ground. They had planned to erect their building

last fall, but were delayed because they could not secure their lumber, and when the lumber finally reached them, the cold weather began, and it was such a severe winter that they were compelled to wait.

ONE young woman who has for several years been a teacher in the public schools, but who feels called to teach in a Christian school, writes:—

"I have fifty-four pupils at present,—almost too many for one teacher. My school board has offered me \$75 per month next year if I will continue my work, but I have no idea of doing so.

"I presume they will consider me ungrateful when I leave them, but I am not sure but what the Lord considers me so for not leaving them a year ago. My father and mother are now thoroughly converted to Christian education. Mother wants to sell our property and move to some small place, so that my brothers may enter the training school."

"ALL winter," says Mrs. Nora Simmon, teacher in Detroit, Mich., "I have felt the need of some profitable employment for the play-hours in our school. Recently we have introduced carpentry for the boys and basket sloyd for girls. The younger pupils have had instruction in needle-work all winter.

The boys are city boys, but they are becoming thoroughly interested in the use of tools. We have a work-bench, and three of the boys are at present learning to use their hammers and saws. Our noon hour now is a very busy time. The children are much better off making things than if left alone to play. The girls have made some very pretty baskets."

MISS HATTIE BEARDSLEY, who is teaching at Willow Lake, S. D., writes: "I have enjoyed the year's work very much, and the Lord has wonderfully blessed me. I have tried the plan of self-government to a certain extent, and it has worked well. I have twenty pupils crowded in a little room with scarcely enough space for aisles. I do not complain, for we always find

room for Jesus. I have had two visits from our educational superintendent, and each time he has helped and encouraged me."

MISS VINA SHERWOOD, teaching at Galesburg, Illinois, writes, "A few evenings ago when returning home from school, I noticed traced by childish hands in the freshly fallen snow such sentences as 'God is love.' I could but contrast these pure sentiments with others I had seen written by children where God's Word is not taught in the school. I said to myself, 'Though a

Christian teacher's way may be rugged, yet tokens like these well repay one for all the effort he puts forth.' I am glad I am such a teacher."

MISS CHRISTINA OWENS, writes: "I am teaching a spring term at Blencoe, Iowa. This is a beautiful place. My school is about five miles from town, and is located in the woods. I have fifteen children. I do love my work, and it is my prayer that no lesson may be meaningless or lost. What a responsibility to teach for God! I enjoy 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.

Calendars Received.—We acknowledge receipt of a very neat announcement of South Lancaster Academy, South Lancaster, Mass., accompanied by a pictorial calendar for the year 1904-05, the illustrations being views of the Academy and vicinity. The May issue of the *Worker's Educator* is the annual calendar of Walla Walla College, College Place, Wash.

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.

The Union College Messenger.—Is the title of a thirty-two page magazine which has lately been started by Union College. It is a message from Union College to former students, and all who are interested in the work of the institution and in Christian education. Prof. C. C. Lewis, President of Union College, is the editor, and is assisted by D. D. Rees and M. E. Kern. The subscription price is 35 cents per year, and the paper comes semi-monthly. A year's subscription free for a club of five subscriptions at thirty-five cents each. Address, Union College Messenger, College View, Neb.

New Song Books.—For some time F. E. Belden has been writing and selecting songs of *surrender*

and *victory*, especially adapted to pioneer work; also material for a book of "Nature and Industrial Songs" for children, much needed in our homes and church schools. He desires suggestions and contributions. All material sent to him, if not used, will be returned on completion of his work. Your thoughts may make these books better, so be free to offer advice. He will reply when the books are finished. Address him at Battle Creek, Mich.

The Anatomical Chart.—In Prof. Lewis' *Manual for Church Schools* is a notice to all such teachers to send to me for a free copy of a 16x30 anatomical chart in three sections, nine colors, useful in teaching the main points in physiology. The notice should have stated that at least two cents, to cover postage, should be enclosed with the request for the chart. The plates were destroyed by fire, but the chart is now reprinted and ready for all *teachers of church schools* who send two cents or more with their request. This explains why some orders have not been filled in the past. Address me, F. E. Belden, Health and Purity Library, Battle Creek, Mich.

Supplementary Reading.—Teachers wishing to interest their pupils in country life, should encourage them to read on subjects pertaining to the farm and farm plants and animals. C. M. Parker, Publisher, 613 W. Adams St., Taylorville, Ill., will send free of charge a list of leaflets at one cent each written by A. D. Shamel, of the University of Illinois. Series II, *The Study of Farm Animals*, 12 leaflets at 1 cent each written by the Dean of the College of Agriculture, University of Illinois. Series III, *The Study of Horticulture*, comprising 12 leaflets at 1 cent each, including "The School Garden," "Window Gardening," and "The Planting of School Grounds."

TEACHERS' HELPS

Every one knows that a teacher's success is materially augmented by good text books. The teacher in a Christian school is no exception.

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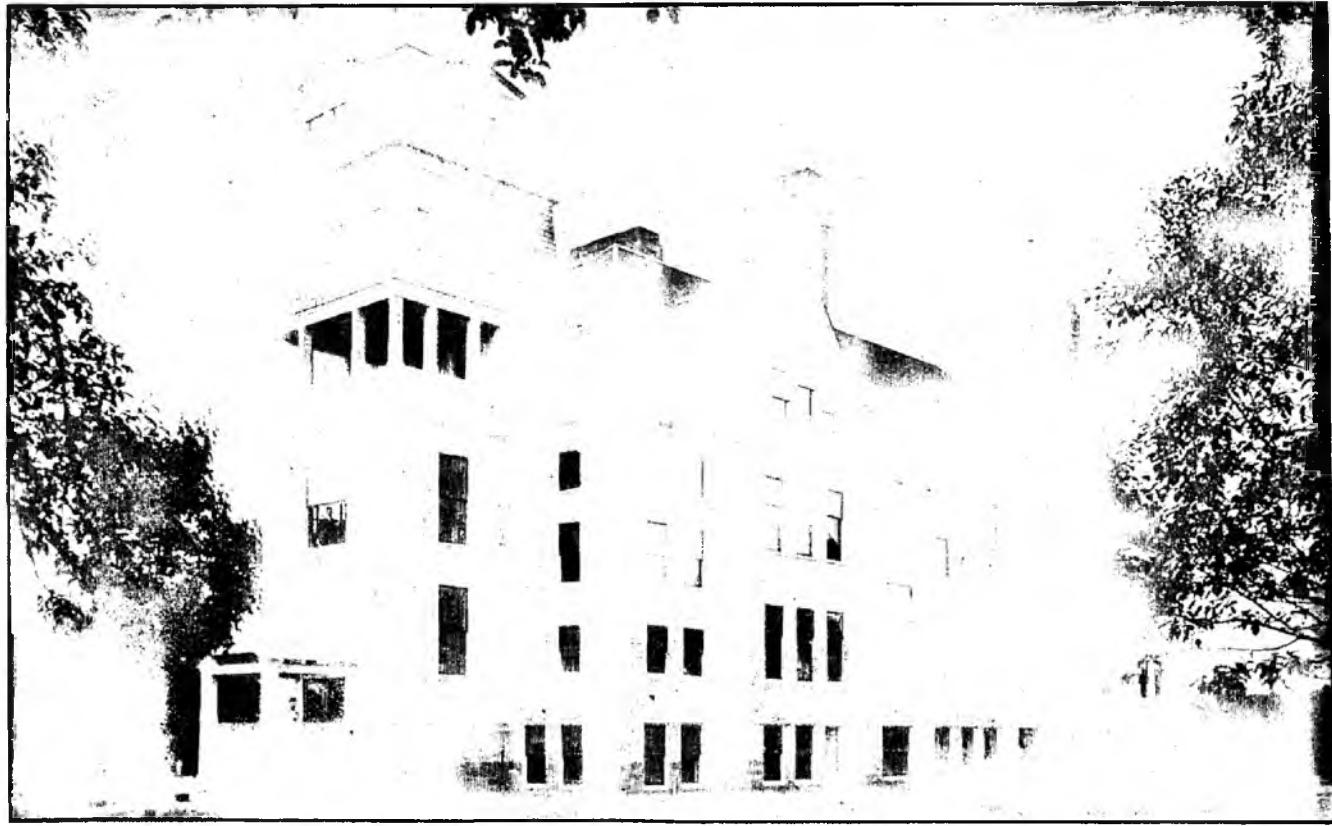
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