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Berrien Springs, Mich.

THE ADVOCATE

of Christian Education

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A Journal of Education

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

CONTENT with nothing short of universal Christian education free to all!

“THE chiefest anxiety of every teacher should be to learn the will of God.”

MAKE the school a spiritual as well as a social centre in the community.

“THE hope of Southern education is in building up the industries.”

“LET our teaching result in more life, in more practical life, and in more beautiful and more god-like life.”

“The purpose of education is to give to the body and to the soul all the beauty and all the perfection of which they are capable.”

“No theory of the process and end of education can improve upon the practice of the Divine Teacher who was himself the exemplification of the highest life.”

“THE heart not yet hardened by contact with evil, is quick to recognize the Presence that pervades all created things.”

“To the little child not yet capable of learning from the printed page or of being introduced to the routine of the schoolroom, nature presents an unending source of instruction and delight.”

“ON everything upon the earth, from the loftiest tree of the forest to the lichen that clings to the rock, from the boundless ocean to the tiniest shell on the shore, we may behold the image and superscription of God.”

“No problem can be said to be solved until it is solved rightly. There may be many difficulties in the way, and good men may differ in their opinion as to what the true solution is, but no unworthy compromise and no mistaken method will stand the test of time.”

“A SCHOOL must grow from seed. It can not be transplanted in full leaf and bearing. It can not be run up, like a cotton-mill, in six months, to meet a quick demand. Neither can it be created by an energetic use of the inspired editorial, the advertising circular, and the frequent telegram. Numbers do not constitute it, and no money can make it before its time.”

> THE NEW TRAINING SCHOOL IN THE SOUTH

FINDING A LOCATION

The July ADVOCATE went to press just after the biennial meeting of the Lake Union Conference. At the time of that meeting it was decided that a training school

should be established at some point in the South, on the same principles that have guided in the growth of Emmanuel Missionary College.

Prof. P. T. Magan and the writer left

Berrien Springs on the 30th of May, and spent several weeks in the state of Tennessee in search of a suitable location for the prospective school.

We had the good fortune to meet at Nashville, Mrs. E. G. White, Elder W. C. White and a number of those already laboring in the South. The counsel of these individuals was highly appreciated.

The first thought concerning the establishment of a new school was to purchase a small farm and develop, slowly, a self-supporting work.

REASON FOR BUYING A LARGE FARM

In the tour of inspection on the Cumberland River, Sister White said there was danger of underestimating the work to be accomplished, and she counseled strongly that a large farm be purchased and broader plans be laid for the school. When the expense of a large place was offered as an objection, she said men of means would give liberal assistance.

One place above all others attracted the attention of the company aboard the "Morning Star." It was a farm of 414 acres, ten miles north of Nashville. This farm is not in the highest state of improvement, but it contains valuable fruit land and one hundred acres of original forest. The price set by the owners was \$15,000—an obligation too great to be assumed, it seemed. But Sister White's advice was to take an option on the place at once, for she said that should we look the South over we would find no place better adapted to the needs of the school.

We succeeded in having the price reduced to \$12,720. Partial possession was given at once, and one of the workers from Emmanuel Missionary College is now on the place harvesting the crops.

TRAINING SELF-SUPPORTING WORKERS

The new school, to be known as the Nashville Agricultural and Normal School, will be a training school, especially for self-supporting missionaries in the southern field. Teachers, evangelists—including canvassers and Bible readers,—missionary tradesmen, and farmers, will here receive preparation for work.

The training school will be the center of a system of schools, including primary Christian schools and intermediate industrial schools, in each of which the Bible is made the basis of instruction and manual arts are given a position of equal importance with literary subjects.

The number of industrial schools for the white students is limited in the South, but the demand for them is continually increasing. It is our purpose to aid a movement to bring these schools within the reach of every home.

MEN OF MEANS WILL CO-OPERATE

The enterprise is a big one—one from which men might shrink, but the instruction is to be bold, to trust God and go forward, and men of means will be found whose sympathies will be gained for this work and whose means will be used to forward it.

Already men's hearts are being stirred in behalf of self-supporting missionary work. Several young men, hearing of the enterprise with which we are connected, and our purpose to build up a school where students can meet their expenses by work and where the teachers will maintain themselves from the farm, have signified their willingness to cast their lot in this needy field as self-supporting workers. One young man and his wife, both good teachers, are even now searching for a tract of land on which to start an industrial school for boys.

Much thought and prayer are needed. Wise plans must be made, hard work must be done cheerfully. But what a chance for teachers to develop character! Self-supporting missionaries have many advantages, even though the way they travel is a difficult one.

THE WORK THIS FALL

The time for the opening of the school has not been definitely decided. Several young men will spend the early fall on the place. About three acres of strawberries are to be set, besides raspberries and blackberries. Twenty acres has been set aside for such fruit trees as peaches, pears, plums,

Our Campmeeting Number

A special feature of the September ADVOCATE will be a fine double-page supplement, containing a composite half tone engraving on extra heavy enameled paper showing a panorama of the college farm and buildings, also views of the principal buildings as completed. These views are made especially for this number, and have never appeared before.

This number will also have a beautiful picture on the cover, of the Emmanuel Missionary College students in a nature-study class, and will be well filled with live matter for outside people.

These special features will make this a number which will sell readily with all classes. Send your orders before Aug. 20. Special rate of 3¢ each, in clubs of ten or more.

and apples. The sooner the fruits are started, the sooner will the place support the workers. Those interested in the movement as a whole or in any feature of this industrial school, are invited to correspond. <

EMMANUEL MISSIONARY COLLEGE —ITS OBJECT AND MISSION

A college or training school, we are told, "is not a balloon to be inflated and sent into the air with no further connection with the earth." A training school is "a tree requiring ample soil for its roots, and plenty of air and sunshine for its branches."

The soil for the training school is the intermediate industrial school, the institution which in its turn draws nourishment from the primary Christian school.

There was a time when all classes of students were received into one institution, but that has not been the plan of operation since Emmanuel Missionary College had its birth. Its sphere of activity is clearly defined. It is a training school, and it has ever been the policy of the management to exalt the standard of a training school by maintaining a few principles which should govern every such school.

The temptation to accept young, immature students has been conscientiously resisted, even when such students might have been a real financial help to the institution. These students have been directed to such schools as Mt. Vernon Academy, Bethel Industrial Academy, Sheridan Industrial Academy, Cedar Lake Industrial Academy, or the Boggs town Industrial Academy, for preparatory work.

These schools have been encouraged to strengthen their work, to lay the foundation sure, for they furnish the soil in which the tree shall grow. And how can a tree be expected to grow if its roots are cramped, or altogether destroyed?

In Emmanuel Missionary College itself still other methods have been adopted, all of which tend to hold the institution to its original purpose,—a training school for Christian workers.

In its curriculum, in its manner of class

recitation, and in the daily program, there is a studied effort to balance intellectual, physical, and spiritual training. Students in a training school today are expected to be in the field tomorrow. It is evident that the more nearly the student life approaches the actual field life, the better. This is sufficient reason for conducting classes with a view to making, not *reciters* of lessons, but *students*, and cultivating in students the habit of "taking up one study after another, until many subjects have been mastered."

The work of a training school is not confined, however, to the mastery of intellectual subjects. True education makes of a man a self-governing creature. It develops the individuality of the student, and teaches him the difference between liberty and license. By rendering him able to govern himself, it makes him a leader among men. Leadership, true Christian leadership, is much needed.

There is great difference between machine-made and hand-made articles. Viewing the two processes, one might choose the machine-made, because of the greater swiftness with which the finished products appear. This has often been the criticism brought against schools which discard the old methods, preferring rather to develop individuals than to run masses through set courses which foster imperialism. The former process may, to the casual observer, appear to a disadvantage because, as in tree growth, development is more gradual; yet the principles of self-government and of co-operation, such as Emmanuel Missionary College has adopted, must appeal forcibly to him who seeks for character-building methods.

Emmanuel Missionary College has adopted the methods which made the schools of the prophets famous. It offers many worthy students all the advantages of Christian education, and at the same time the privilege of meeting school expenses by work.

In class instruction the system of correlation with the Bible as the basis, has been adopted.

Tuition has been, to a large degree, free, and it is hoped to make it entirely free in all departments. The reason for this step is the belief that the church should educate its children and its workers as freely as the state educates its children and its soldiers.

It has taken years to convince some nations that their life and health depend upon the free and universal education of the children. It seems that the church may find it equally hard to recognize this as a gospel principle, but there is hope, even though its realization may be deferred.

It was gratifying to those who have given their lives to the promulgation of these principles, to hear from the lips of Mrs. E. G. White, who has had such tender solicitude for our schools, such words as these concerning Emmanuel Missionary College: "In moving the College from Battle Creek to Berrien Springs, Brethren Magan and Sutherland have acted in harmony with the light that God gave. They have worked hard under great difficulties. . . . God has been with them. He has approved of their efforts. You see the work that has been established here. You see that advancement has been made, and that the education has been carried forward in right

lines under very discouraging circumstances. Now the work has reached a point where they can go to labor elsewhere. To our brethren I can say, Brother Sutherland and Brother Magan do not go out from this place as men who have made a failure, but as men who have made a success. They have taught the students from the Bible, according to the light given through the Testimonies. The students that have been with them need not be ashamed of the education they have received."

With the close of the summer term the school will be placed under the charge of Prof. H. A. Washburn, who has for three years been actively engaged in the development of the principles held dear by members of Emmanuel Missionary College faculty. in the preparatory school at Bethel, Wis., of which he has been principal.

Those who begin the work in connection with the Nashville Agriculture and Normal School do so with a recognition of hardships to be endured, but with only the most pleasant memories of Emmanuel Missionary College, and the assurance to those who assume duties in this institution of the same hearty support from the field that has been vouchsafed in the past.

M. B. D.

IN THE EDUCATIONAL WORLD

NOT TOO BUSY TO START SCHOOLS

The Mosely Commission which visited the schools of the United States last spring, reached the decision, that the United States is never too busy to start schools, and this was one of the complimentary things they said when speaking of our public school system.

This was especially noticeable when the Commission visited some of the schools in the West, where it was found that the rush and bustle of settling a new territory was not sufficient to call a halt in the education of the children. In its report the Commission says, "Some of the roads may be unpaved and some of the streets not in very

first rate order, but the schools are there. The primary school, the high school, and the university are there, all free to the children of this new community."

Should not the church take as great an interest in Christian education as the state manifests in the secular education of its children?

THE VALUE OF NATURE LESSONS

Mr. Ernest Thompson Seton visited the public schools of Council Bluffs, Iowa. The superintendent of public schools says, "During the two days he was here, he gave five lectures. The effect his visit had on our language work was wonderful."

There are many squirrels in the streets and parks of Council Bluffs. Mr. Seton, noticing this, made out a set of questions for the children. "If they answer these," he said, smiling, "they will know pretty much all there is to know about that kind of squirrel."

The result of Mr. Seton's visit and his squirrel questions, Miss Adele Marie Shaw tells us, has been to make the children kind to animals, and to strengthen their powers of observation.

AN INDUSTRIAL SCHOOL IN THE BACKWOODS OF GEORGIA

Miss Martha Berry gives an interesting account of school work among the poor whites in a secluded part of Georgia. Every one interested in the educational work of the South should read what she has written in the July issue of the *World's Work*.

She tells of the Bible stories which she first related to a few shy little boys that she induced to come near her by offering them apples. This was the beginning of a Sunday-school in a little log cabin. It grew until its attendance was composed not only of these shy little boys and girls, but their mothers and fathers as well, "often," Miss Berry says, "with an accompaniment of dogs and babies in arms, gathered together in the one room, shy, but eager to listen and learn."

Miss Berry's next step was to take walks with the children, teaching them of plants, ferns, and wild flowers, of birds, insects, and butterflies. Then she began systematically to visit the homes in the neighborhood. She describes those homes, homes which ought to be visited, every one of them, by Christian teachers.

Miss Berry found that the inmates of those homes needed to know how "to scrub, to cook, to care for their homes, to dress neatly, to farm, to build houses, to save money,—in short, to do the practical things of life in the best possible way."

Her own little room in the cabin was too small, so she built one large room of rough lumber from the mill, costing \$100. The

room was put up by the men and boys. The county gave her a teacher for five months, and she paid the teacher to stay another month.

The school increased in numbers, and the building had to be enlarged. The girls were taught to sew, and all the children were taught to sing. Miss Berry's sister associated with her in the work. She says, "It took all the teacher's time and a great part of the time of my sister and myself, to manage this school, to visit the sick, the tardy, or the offended pupils, and to stimulate and to keep alive their interest and attendance." But the seed had been sown. There was a demand for another school.

This also began as a Sunday-school, but soon developed into a day school, the first term of which lasted six months.

In January, 1902, Miss Berry erected a two-story building, at a cost of \$1,000, near Rome, Ga., and opened an industrial school for the boys of the surrounding rural districts. The dormitory, kitchen, dining-hall, and library were soon added to by a work-shop, a laundry, a dairy, and an additional dormitory, built by Miss Berry and a few friends.

"Every boy was required to pay \$5 a month in tuition, or its equivalent in work or farm produce. He was required also to work two hours a day doing any kind of work he was called upon to do. They scrubbed, cleaned, cooked, farmed, and did carpenter's work, much of which was new to them, and it took much patience to teach them."

It is impossible to cover all that Miss Berry says concerning her work, but what has been given is enough to show what can be done in this most needy field. How often we have been exhorted to go into the South and do just such work as this.

TRAINING TEACHERS IN SUMMER SCHOOLS

The Porto Rican government recognizes the importance of trained teachers for its schools. Two hundred teachers from that island reached New York the first of July.

They will spend two months in Cornell University. One hundred and twenty-five of these are native young women who come to the United States better to fit themselves to teach. The remainder of the company are young people from the States who have been teaching in Porto Rico and have returned for additional training. Four hundred more teachers from the same place landed at Boston, and will spend six weeks in the Harvard summer school.

For expenses, each teacher contributes a month's salary, the government pays transportation, and a considerable sum is raised by private subscription in this country.

These teachers do not receive a high salary, and few of them can afford to give a month's wages. Some of the young women who taught in rural districts sold the horses on which they had ridden to and from school, in order to raise the means.

Do Christian teachers see as much in a six or eight weeks' summer school? Are they willing to sacrifice a vacation spent at home, are they willing to use hard earned money to advance the work of education?

Parents sometimes discourage their daughters from attending a summer school, saying they have been away from home most of the year, and since they attended last season it ought not to be necessary to go again this summer. Porto Rican teachers and the Porto Rican government do not reason thus. Harvard and Cornell do not offer any such arguments. Young people working for the children of Porto Rico are eager to train those children as loyal citizens of the United States, and the teachers are held responsible in a large measure for the future history of the island. They come to the States summer after summer. They cannot get at once all they find, so they continue to come.

Christian parents and Christian teachers may find here a lesson.

AN EXAMPLE OF CORRELATION

A suggestion of Mr. W. N. Clifford, superintendent of city schools, Council Bluffs, Iowa, is quoted by Miss Shaw, who has investigated American schools, and writes

for the *World's Work*, as follows: "I used to think," said Mr. Clifford, "that if I should ever have charge of schools, I would not teach some things as I had been taught." One of the changes in methods which this progressive teacher has made, is the teaching of the children to read, to write, and to cipher, in teaching them geography.

Mr. Clifford, when he began this work, sent out more than one hundred letters, in different directions, asking, "Can you give me, lend me, or sell me material illustrating your part of the country?"

Many answers were received, and the teachers of geography no longer ask questions from a book. Mr. Clifford's success should be suggestive to many teachers. To his school cocoa manufacturers have sent generous exhibits, one not only sending a complete set of pictures and bottles, but offering to express the whole, free, to any school that wants it. A coffee house has furnished a similarly complete coffee exhibit. Photographs of cacao-trees and coffee plantations sent in this manner, show to the children the actual employees who have gathered the cocoa and coffee that is in the bottles. These exhibits pass from one teacher to another, and are used when most needed by the geography class.

NATURE STUDENTS

"Aint he cute, mister?"

The words were spoken by North End, the bootblack, as he flicked his last peanut to a little gray squirrel on Boston Commons, and then stood watching the little fellow as he buried the nut out of sight.

The heart of this little street Arab, uncultured though he was, was open to the influence of nature's lessons.

"A little five-year-old girl came over to me in the meadow recently for flowers," writes Dallas Lore Sharpe. "'If I get a new one,' said the child, 'Miss Adams puts my name on the board.'" Then she told me the names of five wild flowers she picked in the fields for her teacher. This is not an uncommon case. The nature study of the school is drawing every child to the fields."

WITH THE TEACHERS

PROVIDENCE

Lo, the lilies of the field,
How their leaves instruction yield !
Hark to nature's lesson given
By the blessed birds of heaven !
Every bush and tufted tree
Warbles sweet philosophy.
Mortal, fly from doubt and sorrow,
God provideth for the morrow.

One there lives whose guardian eye
Guides our humble destiny ;
One there lives, who, Lord of all,
Keeps our feathers lest they fall,
Pass we blithely then the time,
Fearless of the snare and lime,
Free from doubt and faithless sorrow :
God provideth for the morrow.

—*Reginald Heber.*

DID WE BUT SEE

The day is long and the day is hard,
We are tired of the march and of keeping guard.
Tired of the sense of a fight to be won,
Of days to live through and of work to be done ;
Tired of ourselves and of being alone.

And all the while, did we only see,
We walk in the Lord's own company.
We fight, but 'tis He who nerves our arm ;
He turns the arrows which else might harm.
And out of the storm He brings a calm.

The work which we count so hard to do,
He makes it easy, for He works too,
The days that are long to live are His,
A bit of His bright eternities ;
And close to our need His helping is.

—*Susan Coolidge.*

"SOMETHING each day—a smile:

It is not much to give,
And the little gifts of life
Make sweet the days we live.
The world has weary hearts
That we can bless and cheer.
And a smile for every day
Makes sunshine all the year."

THE SEED

The farmer planted a seed,—
A little, dry, black seed,—
And off he went to other work,
For the farmer was never known to shirk.

And cared for what had need,
The night came with its dew,—
The cool and silent dew ;
The dawn came, and the day,
And the farmer worked away,
At labors not a few.

Home from his work one day,—
One glowing summer day,—
His children showed him a perfect flower :
It had burst into bloom that very hour ;
How I can not say.

But I know if the smallest seed
In the soil of love be cast,
Both day and night will do their part ;
And the sower who works with a patient heart,
Will find the flower at last.

—*Selected.*

" If some things were omitted
Or altered as we would,
The whole might be unfitted
To work for perfect good."

BEYOND TODAY

If we could see beyond today
As God can see ;
If all the clouds should roll away ;
The shadows flee—
O'er present griefs we would not fret,
Each sorrow we would soon forget,
For many joys are waiting yet,
For you and me.

If we could know beyond today
As God doth know,
Why dearest treasures pass away,
And tears must flow—
And why the darkness leads to light,
Why dreary paths will soon be bright !
Some day life's wrongs will be made right,
Faith tells us so.

If we could see, if we could know,
We often say !
But God in love a veil doth throw
Across our way
We can not see what lies before,
And so we cling to Him the more.
He leads us till this life is o'er ;
Trust and obey.

—*C. Louise Bell.*

WHAT IS THE PRICE OF A SOUL?

J. Hudson Taylor, missionary to China, in a sketch of his experience tells of being on a ship when a man fell overboard. The current was swift, and he knew that quick work must be done if the man's life was saved. He saw near him a fishing-boat with a peculiar drag-net furnished with hooks, "which," he says, "I knew would bring him up. 'Come!' I cried, as hope revived in my heart. 'Come and drag over this spot directly; a man is drowning just here!'

"'Veh bin' (It is not convenient), was the unfeeling answer.

"'Don't talk of convenience!' cried I in agony; 'a man is drowning, I tell you!'

"'We are busy fishing,' they responded, 'and can not come.'

"'Never mind your fishing,' I said, 'I will give you more money than many a day's fishing will bring; only come—come at once!'

"'How much money will you give us?'

"'We can not stay to discuss that now! Come, or it will be too late. I will give you five dollars' (then worth about thirty shillings in English money).

"'We won't do it for that,' replied the men. 'Give us twenty dollars, and we will drag.'

"'I do not possess that much; do come quickly, and I will give you all I have!'

"'How much may that be?'

"'I don't know exactly, about fourteen dollars.'

"'At last, but even then slowly enough, the boat was paddled over, and the net let down. Less than a minute sufficed to bring up the body of the missing man. The fishermen were clamorous and indignant because their exorbitant demand was delayed while efforts at resuscitation were being made. But all was in vain—life was extinct.'

There are children—hundreds and thousands of them—who are being carried away by the swift current of evil. We stand by and parley over the price of a school which will save their souls. We start schools, and the support is so uncertain that the

children remain in school only three or four months out of the year, and then they are allowed to drift back into the world.

What is the worth of a soul? How can we stand by and see the children go to destruction, and make no effort whatever to save them? How can fathers and mothers living in one part of the country, know of children in another part of the country who have no school privileges at all, and yet make no effort to save them, at the same time claiming that they believe in the near coming of Christ, and priding themselves on their interest in missions? I say, what is the price of a soul? You give of your means to support the ministry; how do you support the ministers of the children? It is a serious question, this, and one which should be settled. Our children will not be safe until a definite means of support is provided for Christian teachers, and until schools are started and maintained independent of local feeling or conditions.

IN THE SUMMER SCHOOL

BY LOTTIE FARRELL

As I am enjoying the privilege of attending the Summer School and coming into close touch with the different classes that are being conducted for the benefit of the teachers, it has occurred to me that I might share my blessings with the teachers who are not present, by telling them something of the work that is being done.

BIBLE

This class is open to all, and as it is held at an hour when the other classes are not in session, it is well attended. The class is studying the book of Genesis, or the beginnings of things. The principles, both true and false, as they are exemplified in the lives of the persons mentioned in this book, are carefully considered. They can not enter into a verse by verse study of the matter contained in this book, but aim rather so to carry on the work that the teachers will understand better *how* to study the Bible and how to teach their pupils to study.

HISTORY OF EDUCATION

Those who are at the Summer School for

the first time desire to understand the principles that underlie Christian education. They wish to discern more clearly the difference between worldly education and the education that fits its students for the university of Heaven. For their benefit this class is organized every year, and it is a large and very interesting assembly.

It is a revelation to some to learn that the conflict between these two educational principles has been going on in this earth ever since our first parents sinned, and that every reformer whom God has raised up since that time has been an educational worker. That is, he has planned for the education of the children and youth. As they learn these things, they are made to feel that the work to which the Lord has called them embraces far more than they had thought. This leads them to a more thorough consecration than they had ever made of all that they are or may be to Him who has called them to so great a work.

PRIMARY METHODS

Here the needs of the child, from the time he enters school until he finishes the elementary school, are being considered. Especial thought is being given to correlation, that the child's mind may not be confused by having disconnected facts presented to him, but that all his work may come to him naturally, thereby causing him to develop in God's own way, even as a plant grows.

The class has used as a basis for study, Bible Reader First Year, and Bible Reader Second Year, two of a series of books which have been prepared especially for such work. They have seen clearly that the Bible stories which these books contain may be made the basis of the work in reading, spelling, nature study, writing, drawing, language, and numbers.

These little books are found to suggest all the seat work as well as all the class work that the child needs, and it all tends to impress upon his mind the Bible stories which are the one thing needful for him. This is true correlation, and I feel sure that every teacher who has taken this work will be better fitted for work with the little folks than before.

This class is now continuing its work with Professor Sutherland's Mental Arithmetic. In a short time they will take up special work in methods of language teaching or of United States history. This is a part of his work in which every teacher feels he needs especial help. By the time the Summer School closes, this class will have covered the ground sufficiently to go to the schools prepared to improve upon the work which they have done in the past. This means better schools and better and increased interest on the part of the pupils and patrons.

ADVANCED ENGLISH

This subject is considered from the standpoint of a *pure* language,—pure not only in its grammatical and rhetorical construction but in its thought as well. Such language can come only from the heart that has been purified by the blood of the Lamb. Hence it is true that no one can teach language properly whose heart is a stranger to the Spirit of God; for, "out of the abundance of the heart the mouth speaketh."

The useless words and slang phrases, so often found on the lips of even some who call themselves educated, are discarded entirely by such teaching. This is true gospel teaching, and means the conversion of souls.

AGRICULTURE

The students in this class are studying plant life as it is related to the farm. The physiology and environment of the plant are considered, also the diseases and their preventives and cures. Some of this work is done in the class room and some of it in the field and garden among the trees and vines. The plan is to give a thoroughly practical course of instruction that will enable the students to carry on school gardens intelligently and successfully.

PHYSIOLOGY

The class in physiology meets each morning. The thought has been given us that, next to the Bible, physiology should be given prominence in our schools. From earliest infancy children should be taught to care for their bodies. Of all subjects, teachers should understand physiology.

And they must have more than a head knowledge of the subject, for to teach the theory while disobeying the principles of healthful living, takes all the life from the instruction which a Christian may give.

It has been tried, and has proved a failure. It is for this reason I have been pleased to find students taking a practical course in physiology and simple treatments.

SIMPLE TREATMENTS

In this class the students are given a thoroughly practical course of instruction in how and when to use some of the simple treatments which are useful in preserving health or in regaining it if it has been lost. They get not only the theory of the work, but practice as well. This enables them to have more confidence in the use of their knowledge. How many they will find who will gladly receive their kindly ministrations, for disease and suffering are on every hand!

WOOD SLOYD

Here the teachers are learning to use intelligently a few simple tools, such as the saw, the plane, and the hammer, and in a way to give strength and beauty to the figure. They are learning to make a few useful articles such as they can teach their children to make. How thankful their pupils will be for this instruction. Every child, and especially every boy, enjoys making something. This is a heaven-born instinct, and if rightly guided will make a man or woman of strong character. The boy or girl who possesses the knowledge and ability to work out with his hands the impressions his brain has received, is the boy or girl who will fill the largest sphere of usefulness and get the greatest enjoyment from this life, provided his work is wrought in the fear of God. The world needs men who carry thought into their work, and who therefore labor intelligently and to a purpose. The boys and girls in our schools will hail with delight the teacher who can teach them to labor with their hands in this way.

SEWING

In this class opportunity is afforded the

teachers to get a thorough course in dress-making, so that they can make their own clothes and teach others to do the same. If they do not wish to take so full a course, then they may learn how to patch and darn and make a few simple articles such as the children in our schools will be interested in making. The work is thoroughly practical.

MUSIC

Last, but by no means the least, is the excellent work in music which is given our pupils here. Some of the teachers are taking special work in this line, and are making rapid progress. There is a general course in vocal music which is open to all. This enables the teachers to get such knowledge of the elements of vocal music and the best methods of teaching it as will enable them to teach their pupils, by precept and example, the true way to praise God in song.

TUTOR CLASSES

Some teachers, coming to the Summer School, are found to be deficient in the common branches. These subjects should have been mastered earlier in life, but in case they have not been, students are encouraged to take one or more subjects under tutor teachers.

I find that several such arithmetic classes have been formed, and that still other students are taking reading and language under a tutor.

The practice of utilizing tutor teachers is in harmony with the plans of a training school, and has proved very satisfactory in Emmanuel Missionary College.

The class work mentioned will change in a degree at the middle of the term, several new classes being added at that term.

ADMINISTRATION CLASSES

These are open to all, and are by no means uninteresting or devoid of instruction. The various classes meet in their several places for one hour each week, and study everything connected with the work of the school,—the kitchen, the garden, the vineyard, the orchard, the printing work, etc., each receiving attention. At the close of the hour, the classes join,

holding what is called a union meeting, and all new plans are discussed and adopted or rejected, as the majority deem proper. This is the carrying out of the system of co-operation and self-government for which this school stands. It is the finest system of government for the schools that I have ever seen. It certainly develops thoughtful men and women.

The teachers having the privilege of seeing these things worked out here, will be enabled to carry them to their schools and adapt them to their work there. This means better disciplined schools and more thoughtful students.

The class work is by no means the only opportunity which thoughtful teachers find for self-improvement. Wherever they are working, in the garden, in the vineyard, in the nursery, in the orchard, or in the kitchen and dining-room, they are con-

stantly learning new and better ways of doing things.

The chapel exercises, and the vesper services Sabbath afternoon, are of especial interest. Every Sabbath afternoon, when the weather will permit, we all gather on a high, grassy plot overlooking the beautiful St. Joseph river, and each one tells of the lessons which God has taught him from the book of nature. Some of us are rather dull students, but the Lord is opening our eyes that we may behold his love as he has revealed it in the things he has made.

When we add to the opportunities for self-improvement which are afforded the teacher here, the great advantage which he enjoys of a quiet place in which to rest and regain his physical equilibrium, we must certainly acknowledge that this is an ideal place in which to hold a summer school.

PROGRESS DEPARTMENT

TO FRIENDS AND PATRONS OF EM-MANUEL MISSIONARY COLLEGE

I wish to state that at the close of the Summer School, August 16, my term of office as President of Emmanuel Missionary College expires, and Prof. H. A. Washburn will at that time assume the responsibilities of the position. From the middle of August until the first of October, I shall visit the campmeetings with Professor Washburn in the interest of this institution, but after that time I shall devote my attention to the development of the Nashville Agricultural and Normal School.

Information concerning Emmanuel Missionary College should hereafter be sought of Professor Washburn. Address all correspondence to H. A. Washburn, Berrien Springs, Mich. E. A. SUTHERLAND.

CONDITIONS MET IN SAMOA

BY WILLIAM FLODING

Educational advantages in Samoa are quite good, considering its size and loca-

tion as mapped on an atlas. The schools conducted by the London Missionary Society, the Catholics, the Wesleyans, the Latter-day Saints, and Samoan pastors—who represent all—are quite numerous. Every village has one or more pastors, most of whom are educated by the London Missionary Society, whose duty it is to conduct church schools. Should there be more pupils than one pastor can teach, the assistance of a Samoan woman is obtained. The village church is the schoolhouse, and the teacher is supposed to teach from 6 to 9 A. M. and 3 to 6 P. M. five days in a week. The early and late hours of the day are chosen on account of the climate.

In the village school the Bible is the text-book from which the children learn to read, write, and spell. They memorize the ten commandments and the Lord's prayer. They are taught a little arithmetic and geography, and are given missionary talks on island work, such as New Guinea and other fields.

Boys and girls who are bright and have

a missionary spirit are selected from the church schools to take up further studies in the industrial schools and colleges, where they are trained to become teachers and pastors for foreign fields or for home work, as their department may direct. First the student must spend a year or two with a white missionary, and prove himself faithful and willing. From there he goes to the industrial school, where he is taught some carpentry, blacksmithing, and agriculture, which last includes not only the growing of the native foods used for the school, but also the cultivation of a botanical garden where several trees and plants of commercial value are grown and experimented with. The girl goes to the girls' school, where she is taught sewing, embroidery, wood-carving, and general housework. She also helps weed on the premises, grows bananas, and cultivates Samoan flowers.

After spending four years at the industrial school, the young man returns to the white missionary for a short time. His stay is a kind of examination. If he is bright and earnest, he is soon promoted to a college, where he studies three or four years more, and graduates as a teacher and pastor.

At the college the students grow and cook their own foods, keep the premises clean, make repairs, and learn to print and rebind old Bibles and other books.

The trades they learn are useful while in school only. It is the ambition of every Samoan who attends school to be a pastor, as they like to talk and make speeches. The pastor of the village lives off the people, and once a year they may make him up a purse of from five dollars to two hundred dollars, most of which they expect to get back in the way of eatables, as salt meat and pork.

The Wesleyans have schools. The Latter-day Saints keep between thirty and forty elders in the field constantly, who go out among the Samoans and teach schools and their religion. The Catholics have their schools for boys and girls, where they can learn many things if they stay long enough. Instruction is accompanied by a thorough drill in the principles of the papacy.

At present there are only a few schools that are permitted to teach English. In German Samoa, German and Samoan are the tongues in which the Samoans must be taught, but in American Samoa English may be taught. At present all we can do is to give the Samoans the truth and help them physically.

HOW A CHURCH BEGAN TO USE THE CORRESPONDENCE LESSONS

BY H. W. JOHNSON

Perhaps a report of the work that is being done with the correspondence lessons at Mesick, Mich., will be of interest to the ADVOCATE readers.

On examining the lessons, I was at once convinced of their importance, not only for private and home study, but as a regular study for the whole church.

I wrote to Professor Sutherland, stating my ideas, and sought his counsel and advice, and was pleased to learn that he favored the plan and that he would supply copies of the lessons, including test questions, for \$1.50 for each set.

I then made my plan known to the elder, explaining to him the plan of the lessons, and was glad to see that he was interested in them. He handed me the price of a set of lessons to be used in his family.

He then requested me to bring the matter before the church, which I did on Sunday afternoon at the regular business meeting. The next morning I sent for five sets of lessons, ordering two samples, which were taken when they came. In nearly every instance, each set of lessons taken signified that a family had begun to study. Last Sabbath afternoon, the class numbered over fifteen, and nearly all seemed interested. We went over the test questions on the second lesson.

It took considerable effort at first to get the class started, on account of sickness, cold and stormy weather, and other hindering causes, but as we have continued our efforts the number and interest have increased.

The message to leave the cities and live

where we can constantly view the natural instead of the artificial, where we can till the soil for a livelihood instead of depending on day wages, and where the children can receive a true education—one in which their *hands* learn to *work out* what their *mind* thinks out, is receiving due consideration, and is producing an effect upon the minds of the people. Some, to say the least, are beginning to see that the proper education can not be given to their children unless they are separated from the streets of even a modern village. We hope and pray that this church may arise in the name and power of God, and move their school to the country and on land for cultivation.

When we studied Noah's departure from the ark, the question of a flesh diet received attention, especially the fact that, if flesh were used at all, the blood should be thoroughly separated from the flesh by washing; also that the Lord has always prohibited the use of the fat of animals. "But flesh with the life thereof, which is the blood thereof, shall ye not eat." "It shall be a perpetual statute for your generations throughout all your dwellings, that ye eat neither fat nor blood." Gen. 9:4; Lev. 3:17. See also Lev. 7:23, 26; 19:10-14.

Although I may have to pursue a line of work that will permit me to be more in the open air and obtain more physical exercise, because of failing health on account of too close confinement in the schoolroom, I expect to continue my study of the correspondence lessons, that I may be more ready to give an answer to every man that asketh a reason for the hope that is in me with meekness and fear, and I shall do what I can to advance the cause of Christian education and interest others in the correspondence lessons.

AN INFLUENTIAL SCHOOL

Miss Lulu I. Tarbell, teacher at Rock Hall, Md., tells of the work her pupils have done and the interest they have awakened. The following is from the *Atlantic Union Gleaner*:—

"Last Thursday afternoon, our school

gave a public exhibition of their work in drawing, water-color painting, sewing, sloyd, outline map-drawing, and paper-mache maps. The public school, numbering about three hundred fifty students, came down to look at our work. The teachers were much pleased with it. I am glad to say that a very kindly feeling has always existed between the public school and our school, which makes it very pleasant. They have a good library, and as we have none, we are allowed the privilege of using theirs at any time.

"In the evening after the exhibition, the children of our school gave a musical and literary entertainment on birds and flowers. Our little schoolroom was taxed to its utmost in seating the people, and then many had to stand outside.

"Our mothers' meetings, held once every month, have proved very profitable, as well as interesting. Our last one was held at the house of one of the parents. Here we conducted a cooking class, making a few healthful dishes. The fathers seemed as much interested in the meetings as the mothers.

"The children help a great deal in our young people's meetings. Also every week they wrap and send out more than a dozen *Signs* to a neighboring town, where we know the people are interested in our literature."

WRITING concerning her experience at the summer school, Miss Addie Volmer, who was until the past year connected with the secular schools, says: "I know that my being at the summer school last year made me what I am today. It was the beginning of a new life to me which has been steadily growing ever since. My heart and mind are centered in Christian education. I know these principles are taught at the summer school, and I pray that God may bless you even beyond what you may expect."

She then tells the reason why she is not in school this season. In her home town there had been considerable strife, and no Sunday school was being conducted. Some

felt that a work should be done for the young people, and this church school teacher was asked to organize a Sunday-school. She has been elected superintendent, and with the help of two associates a revival movement has begun. She writes: "I never saw such an awakening. Young men who never carried a Bible to church in the wide world, now come with their Bibles in their pockets. One asked me the other day if we could not have meetings on Sunday nights also."

CONCERNING the school taught by La Rena Carpenter at Ponoka, Alberta, N. W. T., we have these words: "The children and I have planted eight rows of onions, each row being 83 feet long. The children are very much interested in the growth of things, and each one has a row to care for. We have also set out a large bed of pansies which are blooming beautifully. We planted most of our flowers in boxes so that they would have an early start. It is impossible for us to transplant until about the middle of June, because of the late frosts. On the first of June we had a hard snowstorm. The native flowers can stand it to freeze stiff, but we have to protect plants raised from the seeds which are not natives of this climate."

WORD has been received from Eld. G. I. Butler that at the recent meeting of the Board of Trustees of the Huntsville Training School for Colored Workers, located at Huntsville, Ala., F. R. Rogers, Superintendent of Mission Schools in Mississippi, was invited to take charge of the school for the following year, and O. R. Staines, of Emmanuel Missionary College, was associated with Brother Rogers.

Money is now being raised to put the buildings of the Huntsville school into better condition, and to improve the farm. Persons interested in helping to train colored teachers, ministers, and canvassers, may correspond with either Brother Rogers or Brother Staines. There is a great work before this school, and it should have our hearty support.

ANNA DURRIE, one of the teachers who is this spring engaged in Bible work in Danville, Ill., writes of teaching two children, one a boy of nine, the other a girl of twelve. These two children come to her room early in the morning, and she spends an hour or more with them before beginning her day's work. She says that the little girl is studying the book of Genesis, and as far as she has gone is able to outline the chapters perfectly. With every Bible study they combine arithmetic and nature-study. When the weather is pleasant the little class is held on the hillside overlooking the river, and the children gather ferns and flowers when their lessons are over. Is not this an excellent work to combine with Bible readings?

PROF. CHAS. A. MITCHELL, founder of the Purity Industrial Home, Marionville, Mo., visited Emmanuel Missionary College about the middle of July and gave the students of the summer school several interesting and instructive talks. Professor Mitchell is working for the uplifting of humanity, and recognizes in the teacher a potent factor in the movement. He is a man of great faith in God, and his lectures inspired faith and led to a determination to obey the laws of health as one means of keeping the heart pure.

Professor Mitchell publishes a little paper entitled *Purity Industrial Record*, which describes his work of combining manual labor with healthful diet as a means of making strong, pure-minded boys and girls.

PROF. C. L. Stone and wife, who have had charge of Hazel Industrial Academy, Hazel, Ky., for three years, are attending the Summer School at Emmanuel Missionary College. Brother Stone is taking special work in chemistry and agriculture, and Sister Stone is spending several hours each day in the printing office. She expects to be connected with the publication of a small paper after her return to Hazel.

Brother and Sister Stone are rejoicing over the fact that they have 104 quarts of canned strawberries to take back to the

Academy. When the strawberry fields were ready for the gleaners, the students, instead of picking them for themselves, picked for the Academy, with results as stated above.

MISS LOTTIE FARRELL, educational superintendent of Wisconsin, spent several weeks with the teachers at the summer school at Emmanuel Missionary College. Sister Farrell has been actively engaged in Christian education work since the beginning of the primary Christian school movement. She values the summer school, and impresses upon her teachers the importance of each year doing some work in advance of previous years. Her help and counsel are appreciated by both students and instructors.

MRS. N. H. DRUILLARD, whose services have been invaluable in the development of Emmanuel Missionary College, has resigned her position in this institution, and is at present soliciting help for the training school to be opened this fall near Nashville, Tenn., which will be known as the Agricultural and Normal School.

Sister Druillard has spent years in our various sanitariums and educational institutions, and she is widely known as a keen business manager.

MRS. FLORA WILLIAMS, one of the instructors in the Central Union Conference summer school at Atchison, Kansas, says, "Our enrollment is forty-nine, and others are coming. We have a good class of young women. There are only four gentlemen students. Professor Bralliar of the Stuart (Iowa) Industrial Academy, was here for a few days, and his work was much appreciated." Prof. C. C. Lewis and Professor Rees are among the teachers.

MISS LAURA FOSTER, for the past year principal of the Haskel Home school (Battle Creek, Mich.) was at the Wheaton, Ill. campmeeting chosen to fill the office of educational superintendent of the Northern Illinois Conference. Sister Foster is at-

tending the Summer School at Emmanuel Missionary College, and in addition to her class work is acting as tutor. She expects to begin active duties in the field at the close of the Summer School.

A LETTER from Prof. C. W. Irwin, principal of the Avondale school, Cooranbong, New South Wales, Australia, bearing date of June 14, says, "Our school is making favorable progress. We are now enjoying the largest attendance of all the years since the establishment of the school. We have just closed our annual week of prayer, which was held June 4-11, and it was in many respects the best season of this kind which we have ever had."

PROF. J. W. LOUGHHEAD, for years principal of Mt. Vernon Academy, Mt. Vernon, Ohio, has responded to an invitation to take the principalship of the new school at Takoma Park, Washington, D. C. It is stated that a number of missionaries in foreign countries will be recalled to make up a faculty for this school.

ONE little girl in the primary class of the Edenville (Mich) school, taught by Miss Celian Nowlin, recently obtained eight subscriptions for the *Life Boat*. The same school has a new cement school building nearly completed. The school this year has been held in the church. Some thorough work has been done for the children, and a number are ready for baptism.

ELD. N. W. ALLEE, writing concerning the industrial school at Hazel, Ky., says, "We have recently bargained for a farm of eighty acres for the Hazel school. We shall have to erect buildings and do the pioneer work of establishing the plant, which of course must be very modest."

PROF. B. E. NICOLA changes his field of labor from Huntsville, Ala., to Colorado, where he will take charge of the industrial school to be established by that Conference.

GEORGE ALCORN, who has had charge of the general farm department of Emmanuel Missionary College, left about July 1 for Nashville, Tenn., to begin work on the farm of the Nashville Agricultural and Normal School. He is harvesting the crops and looking after things in general until the close of the summer school, when others will join him.

CLARENCE BOYD and wife, both instructors in the Boggstown Industrial School, of Boggstown, Ind., spent a short time at Em-

manuel Missionary College, and went from here to Nashville.

Brother Boyd is in search of a suitable location in the South for an intermediate industrial for boys. He expects to purchase a small farm and make the school practically self-supporting.

Long ago we were told that families should move into the South. "Let them do Christian help work, feeding the hungry and clothing the naked. This will have a stronger influence for good than the preaching of sermons."

Publishers' Department

THE ADVOCATE

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

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Bible Readers.—Bible Reader, First Year, and Bible Reader, Second Year, are both on the market. They can be procured from the state tract society, or from the Advocate Publishing Co., Berrien Springs, Mich.

Bible Reader, Second Year, contains a valuable store of information, and is a text-book in reading, spelling, language, nature study, and the Bible. Every child should have a copy. Older people read it with pleasure.

Prices—Bible Reader, First Year, 35c.

Bible Reader, Second Year, 40c.

Manual for Home and Church Schools.—Prof. C. C. Lewis, College View, Neb., the author of the above work, is about to revise it, and in order to make it thoroughly practical for every teacher, he invites criticisms and suggestions.

The World's Work.—The July issue of the *World's Work* (New York City), is filled with most interesting matter, and should be read by every teacher. It contains a number of articles, any one of which is well worth the price of the paper. In the sketch of President Eliot and his reforms in Harvard University, you have well described the path of an educational reformer. "Uplifting Backwoods Boys in Georgia," will inspire a desire to work in the South, as Miss Martha Berry and her associates are doing. Miss Shaw's article, "First-hand Education in Sensible Schools," "The Advancement of Women," "Our Uplift Through

Outdoor Life," and "Education in Leading Countries," a description of the educational systems of England, France, the United States, and Germany, are subjects which any teacher will find attractive.

Duncombe Hall Training School.—The new prospectus of this training school, located at 451 Holloway Road, London, N., gives in clear, concise form the outline of subjects offered, and all information needed by students. It is announced that this fall a preparatory school will be opened in connection with the Training College, for students from fourteen to seventeen years of age. Prof. H. R. Salisbury, principal, should be addressed for further particulars.

The Family Bible Teacher.—The Southern Publishing Association reports that about 2,500 copies are now being used each day at the St. Louis Exposition. The introduction slip just prepared enables any one to do efficient work with these lessons. For full particulars, address The Southern Publishing Association, Nashville, Tenn.

Special Articles for the Life Boat.—We are glad to announce that Bro. A. T. Jones will write a series of important articles for *The Life Boat* on the Present Truth. The first of these will be in the August number, and will be devoted to the sanctuary question. Your unconverted friends and neighbors will read them, and thank you for putting the paper into their hands. Single copies, two cents; thirty-five cents a year. Send orders to your Tract Society, or *The Life Boat*, Hinsdale, Ill.

Science in the Kitchen.—The plates of which were burned in the Review and Herald fire, has been revised by the author, Mrs. E. E. Kellogg, and can now be obtained for \$1.90, bound in oil cloth, from Modern Medicine Publishing Co., Battle Creek, Mich., or from your state tract society.

WANTED===IMMEDIATELY

Church School Teachers

and others who do not have engagements for the summer, to act as canvassers
for the following health publications:—

“Home Hand-Book,”
“Ladies’ Guide,”
“Man the Masterpiece,” and
“The Stomach and its Disorders.”

The undersigned believe that they will be able to demonstrate to the entire satisfaction of any one that the above named books are more easily sold, and more profitable to the agent, than any other books published in the English language. The following are some brief reports:—

112	orders	taken	in	five	days,	value,	\$502.32
118	“	“	“	“	“	“	635.76
116	“	“	“	“	“	“	526.36
Total value fifteen days’ work,							\$1664.44

Another agent took orders to the value of \$1200.00 in twenty-five days, and when making his deliveries delivered nine more books than he had taken orders for.

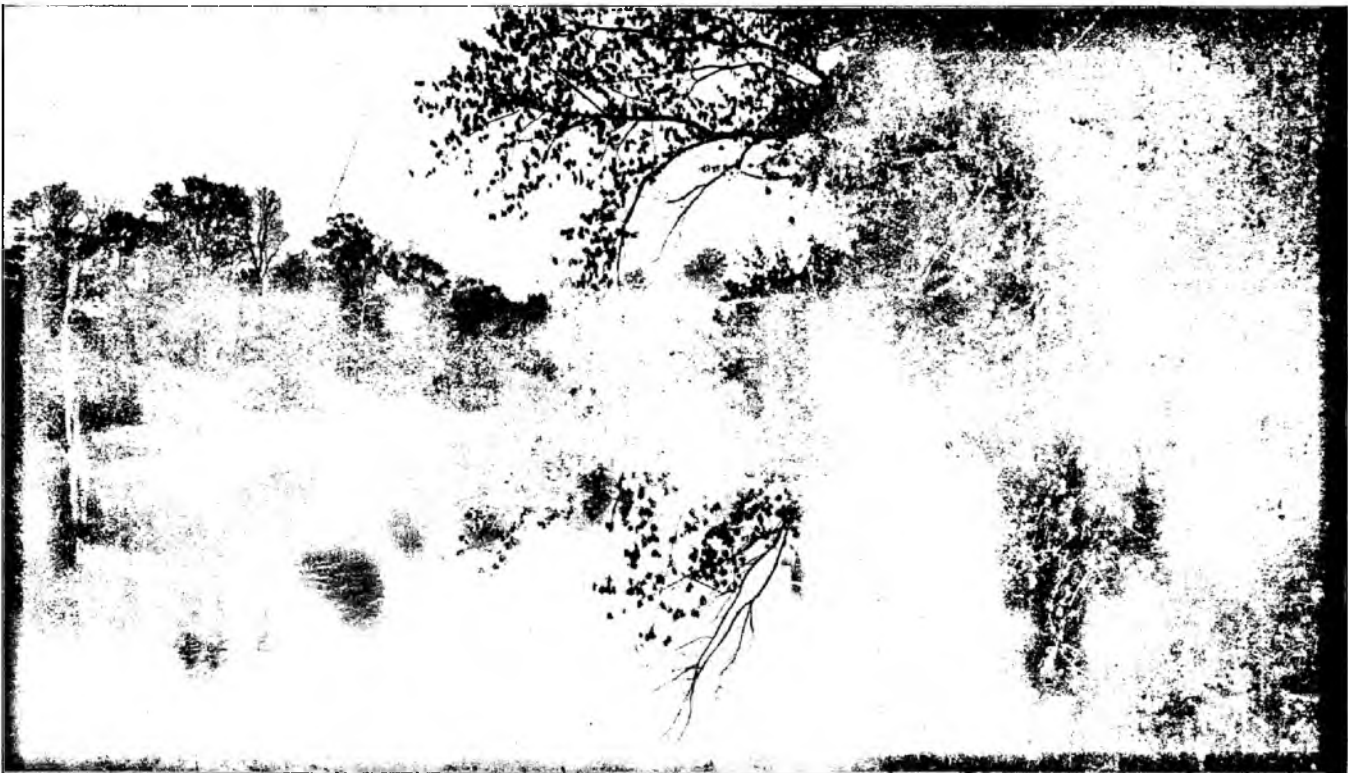
We have many reports from agents who have sold books to the value of \$200.00 and upwards in five days.

A special campaign is being made on the health publications at this time. If you are interested you should write at once to the undersigned for territory and further information. Prospectus books and complete agents’ outfit are furnished free on certain conditions. **Correspondence solicited.**

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Emmanuel Missionary College is an institution which trains Christian workers, giving equal attention to physical, intellectual, and spiritual training.



A VIEW ON THE ST. JOSEPH RIVER, NEAR EMMANUEL MISSIONARY COLLEGE.

For information address the President of Emmanuel Missionary College, Berrien Springs, Mich.