

"Hold fast the Bible as the sheet anchor of your liberties."



# The Advocate of Christian Education

General Conference  
of the  
Y. M. C. A.

## Editorial

Poetry. Schools Are Bulwark of the Nation  
The Power of Example. Sanitarium Day at World's Fair.

## Educational World

Giving a Practical Training. A Medical College in Peking.  
Educational Items from the World's Fair.  
The Missionary Work of Tuskegee Institute  
The Printing Press as an Aid to Missions.

## With the Teachers

Poetry. Sample Lesson from Bible Reader, Third Year.  
Teach the Humane Treatment of Animals.  
Concerning Dew. Practical Language Work.

## Progress Department

Teachers' Institute at Hazel, Ky. Christian Education in Indiana.  
Teachers' Institute in Wisconsin. Profitable Work.  
Christian Education in Indiana.  
The Opening Day at Sheridan Industrial School.  
The Influence of the School in Africa. Letters from Teachers.

Vol. VI  
No. 11

November, 1904

50c a Year  
5c a Copy

To work intelligently is education; to abstain from useful work while getting an education is a false education.

"The very best schools of the future will be based on the plan of alternate work and study."

"To talk about education as less than the free education of EVERY CHILD is mockery."

# Missionary Training School of Correspondence

## A COURSE IN BIBLE

Every young person should have a good education. The first and best place to receive this is in a thoroughly practical training school. Some can not go to school. Some feel they are too old to go to school.

To these we would say :—Let the school come to you !

Improve your spare hours by study at home.

The Course in Bible is not only a decided help in the study of that subject, but it gives a review in the common branches.

It will teach you to THINK.

Send for full particulars at once. Address,

MISSIONARY TRAINING SCHOOL OF CORRESPONDENCE,  
BERRIEN SPRINGS, MICHIGAN.



**NORTH  
WEST**  
AND  
**NORTH-WEST**

VIA



Fast through train service to all points from Chicago, Milwaukee and Peoria on the East, to Omaha, Denver, the Black Hills, Salt Lake City and the Pacific Coast on the West, and northward to St. Paul, Minneapolis, Duluth, Superior, Ashland, Marquette and Sault Ste. Marie.

*The Best of Everything.*

W. B. Kulsbarn,  
P. T. N.  
Chicago, Ill.

NW371

## Special Homeseekers

EXCURSIONS

VIA

**Louisville & Nashville R. R.**

TO ALL POINTS IN SOUTHEAST

**October 11 and November 15**

**Less than One Fare for the  
Round Trip.**

**Tickets limited to return 21 days from  
date of sale.**

For full information, rates, schedules, time tables and literature, descriptive of the various resources, agricultural, mineral and timber lands along the line, call on or address,

**J. E. DAVENPORT, D. P. A., - St. Louis**  
**H. C. BAILEY, N. W. P. A., - - - Chicago**  
**F. D. BUSH, D. P. A., - - - - Cincinnati**  
**J. H. MILLIKEN, D. P. A., - Louisville**  
**C. L. STONE, Gen'l Pass., Agt., Louisville, Ky**

# THE ADVOCATE

of Christian Education

Vol. VI.

BERRIEN SPRINGS, MICH., NOVEMBER, 1904

No. 11

## 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.

Published Monthly, at Berrien Springs, Michigan

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

EDITOR, - - - - - M. BESSIE DE GRAW  
ASSOCIATE EDITORS, - - - { E. A. SUTHERLAND  
N. W. KAUBLE

GOD is speaking in the rain-drops,  
As they patter, one by one,  
Likewise, with a benediction,  
Warm and tender, from the sun;  
O'er the breeze-swept hills there wander  
Blessings faintly whispering,  
And "God bless you, dear, God bless you!"  
Is the song the wild birds sing.

There's a voice amid the waters,  
Gurgling blessings, soft and low,  
Where the rushes, acquiescent,  
Nod the same sweet measure slow,  
While the blue sky, bending over,  
Flings an echo down to meet  
That same chant, "God bless you!" fitting  
With the shadows, o'er the wheat.

Everything in heaven proclaimeth  
Blessings from the heavens above;  
Everything on earth is bearing  
Blessings from the Source of love;  
Listening not, one still must hear them,  
Till such voices cease to be,  
Air and ocean, hill and valley,  
Praising God and blessing thee.

—M. R. Stevens.

"In the song of the bird, the sighing of the trees, and the music of the sea, we still may hear His voice who talked with Adam in Eden in the cool of the day."

"THERE is something about the smell of the soil—a contract with a reality—that gives one a strength and a development that can be gained in no other way."

THE CITY:—"The benumbing power of factory labor lies not so much in its hardness as in its monotony. Picking up tooth-picks from a pile, one by one, and depositing them in another, may be light work, but when continued for twelve hours a day, it is a work to break the will and nerve of a strong man. The work of the factory means usually the doing of the same small task over and over again—moment in and moment out, hour after hour, day after day. Its reactive effect upon the mind is dullness, apathy, a mechanical and stolid spirit, without vivacity or hope."

THE FARM:—"The labor of the farm is often hard, but it is full of the play and challenge of variety. It is labor in the open air. It is labor, not under the deadening and deafening clatter of machinery, but under the wide spaces of the sky, where sound comes up to you from free and living things, from things that may mean companionship, and where the silence—brooding—passes and repasses as a power of peace and healing. Upon the farm the child labors, as it labors in the home, under the eye of a guardianship which is usually that of the parent, which is full of a personal solicitude, even if it be not full of intelligent affection."

## SCHOOLS ARE THE BULWARK OF THE NATION

When the United States government desires to make citizens of the Filipinos, it sends teachers to those Islands to instruct the children. They teach them the Eng-

lish language; these little boys and girls sing America's patriotic songs, they study the geography of the United States and our national history. When these chil-

dren leave school, they are no longer Filipinos in mind,—they are children of the United States government. They make loyal citizens.

There come to our shores each year thousands of foreigners. They settle in our large cities as foreigners. They speak our language with stammering tongue, if at all; they know nothing of the freedom of democracy, for they have been reared in an atmosphere of oppression. And yet our government does not fear them. The reason is because it takes but a few years to make citizens of these foreigners. And the means which our government uses to make citizens is the public schools.

The children of these foreigners flock into our schools. It is but a few months until they speak English in preference to their native language. They, too, learn our national songs and sing them as heartily as American-born children; they salute the United States flag; and a few years of study transforms them into American citizens.

The schools are the bulwark of the nation.

Archbishop Quigley, in an address at Chicago, predicted the length of time which would be required to make the United States a Catholic nation. He said, "Since I have seen the Western parochial schools, I have come to the conclusion that in fifty years, if things go on as I see they are going at present, the Catholic church will actually own the West.

"I have had the opportunity to see a few of the churches and schools in the diocese, and I have gained some idea of what a magnificent Catholic city Chicago is. Since I came here, I have visited Joliet, and in that city I visited one of the parochial schools. It was the first time I had seen a parochial school in the West.

"Within twenty years this county is going to rule the world. Kings and emperors will soon pass away, and the democracy of the United States will take their place. The West will dominate the

the country, and what I have seen of the Western parochial schools has proved that the generation which follows us will be exclusively Catholic. When the United States rules the world, the Catholic church will rule the world."

Note the means which this church employs for converting this nation. It will make a Catholic nation of the United States by means of the church schools.

The school is the bulwark of the church as well as of the nation.

Protestants settled this country. America was for years a refuge for Protestants. These Protestants educated their children. They maintained schools for *all* their children, and much of their missionary work took the form of schools. But a time came when they relinquished their hold on the education of the children. They turned the schools over to the State. Since then the schools, as secular schools instead of Christian schools, have been turning out citizens and statesmen instead of Christians.

Quietly the Catholics are gaining control of the secular schools, and by this means, as well as by educating their own children in parochial schools, the Catholic church is gaining the children of this country. That is why Archbishop Quigley predicts that within fifty years this country will be a Catholic nation.

Protestants fail to recognize the fact that the school is the bulwark of the church.

There is one way, and only one, to redeem the time. It can not be done by legislation; armies can not accomplish it. There is one divinely appointed way for the church to transform the world: that is by teaching and converting the children. Any church that will persistently and consistently do this, can remodel society in the space of fifty years.

The struggle is on. Shall we recognize the fact that the schools are the bulwark of the church as well as of the nation?

"THE flowers of earth are wanderers from Eden."

## THE POWER OF EXAMPLE

When you know a thing should be done, do it! Many men will follow where but few are so constituted that they can lead. It therefore throws a heavy burden of responsibility on those who see things to be done. Men will brave any danger if but an Alexander leads. A railroad is fast penetrating the forests through which only a Stanley once dared to push his way. Be it remembered, then, that if one sees things that should be done, he is the man to lead the way. Multitudes stand ready to follow, it matters little where, if the way is but blazed ahead of them.

For years instruction was given the church to educate the children. People heard the message, and waited, waited for some one to take the initiative. One college started the church school movement. Two or three churches showed that schools could be maintained; a few teachers proved that young people could heed the call of the Lord to work for the lambs of the flock.

Then suddenly (suddenly compared with the previous period of inaction) hundreds of churches found it possible to maintain schools, and hundreds of young people devoted their services to the noble work of saving the children.

There is life in example. Let those already enlisted but persevere, and the ranks will continue to swell until it becomes true that *all* the children are taught of the Lord.

A few years ago the most of our schools were located in or near a city. City advantages were deemed necessary to the success of a school. It was true then, and always had been true, that the country offered educational advantages far superior to any city, but custom made the city site more attractive.

One school, braving tradition and popular opinion, left the city for the farm. One school proved that it could be done. Today it would be considered inconsistent to build a large Christian school anywhere but on a farm. Even the elementary

schools seek the country, and when not in the country they bring as much of the country as possible into the town.

The exodus has begun. Multitudes will follow. And it is right that they should.

The principle has worked the same regarding the establishment of intermediate industrial schools. The precedent was established by the Lake Union Conference. The number of these schools is steadily multiplying year by year.

The Avondale school in Cooranbong, N. S. W., Aus., advocated that school buildings should be erected by students. One school in America adopted this plan; it proved a success. No other means of carpentry ever met with such results. Students who received their training in the school which took the initiative in this reform have since had a part in establishing the plan in a number of other schools, and it is now the rule instead of the exception for the building of intermediate schools as well as of training schools, to be put up by the students. So much for the power of example.

But the end has not yet been reached. Each step taken has been in a forward direction, but there are distances yet to span. We believe the next thing to be done is to prove that schools and Christian laborers can be self-supporting. Many already believe this theory: they are only waiting for some one to demonstrate it.

A precedent for this may be found in the ancient schools conducted by the Hebrew nation. It will be remembered that in the days of Elisha, one of the educational leaders of his time, students and teachers maintained themselves principally by the products of the soil. The deficit was made up by the donations of those interested in the prosperity of the church, its workers, and its young.

In harmony with this course of action, the Nashville Agricultural and Normal School is to be established on a four-hundred-acre farm near the city of Nashville, Tenn. The farm is eventually to be the chief source of support for both students and teachers. It will form also the basis for

teaching all the industries; it is the laboratory for the science department. In paying for the land and in the erection of buildings, the precedent set in the days of Elisha will be followed, and donations will be accepted from individuals interested in the success of this movement. Some have already seen life in the enterprise, and have signified a desire to share in the results.

E. A. S.

### SANITARIUM DAY AT WORLD'S FAIR

September 28 was Sanitarium Day at the World's Fair. During the entire time of the Exposition, nurses and physicians from the Battle Creek Sanitarium have represented the medical missionary work, and the subject has been frequently presented in lectures; but on what is known as Sanitarium Day a special opportunity was given by the managers of the World's Fair for the Sanitarium to present its principles. Every physician in the United States received a personal invitation to attend the services on that day, and thousands of people were introduced to the health foods by partaking of the hygienic lunch which was served by the Sanitarium workers.

There was a time, and it falls within the memory of most of those who read this, when but little regard was paid in this country to the principles of vegetarianism and healthful living advocated by the Sanitarium. God has in a wonderful manner opened the way for these principles of truth to go to the world, and the favors granted by the managers of the World's Fair are but an indication of the universal spread of these eternal principles.

Health foods in ever increasing numbers are now placed upon the markets. Vegetarian restaurants are daily receiving greater patronage. Magazines advocating vegetarian diet and hygienic principles are published by men of the world. The treatment of disease by rational remedies becomes daily more popular. No matter who the agents may be through whom these principles are given to the world, the truth is the same.

The light of Christian education will one day be as widely known as are the health principles. Those who understand these principles to day may, if loyal to them, have a part in presenting them to the world. Ignorance and oppression can not long conceal the light which God would have at this time shown forth.

## IN THE EDUCATIONAL WORLD

### GIVING A PRACTICAL TRAINING OREAD INSTITUTE

"Of course the institute grew, for it was built on an idea with life in it." This statement was made concerning Oread Institute, first established in Worcester, Mass., in 1899, by Mr. Henry Perky.

The primary purpose of Oread Institute was "to provide practical teachers of a practical domestic science." In other words, it was a school for the practical education of young women. Mr. Perky himself spent a quarter of a million dollars on Oread Institute. Students from all over the United States have attended the Institute. Its graduates have been sought as teachers of domestic science and

professors of sanitation and household economics, by colleges and universities all over the country.

President Perky speaks of the education given at Oread Institute as "the natural education." He has decided also that this natural education should not be confined to young women, and so recently a farm of two thousand acres has been purchased near Baltimore, Md., and a new school established—a greater Oread—offering domestic science training for girls and young women, and natural science training for boys and young men.

The motto of this Oread Institute is "Learn to do by doing." Mr. Herbert Myrick, editor of the *American Agricul-*

*tourist*, in his address at the laying of the corner-stone on the new farm, said, "Oread is pre-eminent in its effort to teach young women how to do by actually doing."

How intense is the effort in these days to make education practical, and what an opportunity for the advocates of Christian education! Those interested in such movements would do well to supply themselves with a catalogue of this interesting school by addressing Oread Institute, P. O. Box 201, Oread P. O., Baltimore, Md.

#### EDUCATIONAL ITEMS FROM THE WORLD'S FAIR

The exhibit from the Vacation Schools of Chicago show a large amount of original effort in garden work, vacant-lot farming, swimming, gymnastics, arts and crafts.

**GARDENING.**—"The Carroll Producers' Club" of boys and girls has been organized by the superintendent of the schools of Carroll, Iowa, where an impetus has been given to gardening and farming. In the display made by this school at the World's Fair is a diary supplied by this superintendent, which describes the development of the garden, and the success that has attended the enterprise. Farm and vegetable gardening are carried on through the entire year by this club, and the profits are used for the benefit of the school.

**LANGUAGE.**—Practical work in English composition is on display from the schools of Newark, N. J. The teachers in these schools tell stories which are reproduced by children of the second grade in their own language. Emphasis is laid upon neatness and accuracy in writing and upon the use of good English.

**COURSE OF STUDY.**—In the German exhibit one sees a chart which shows the relative length of time devoted to different subjects in one of the leading German schools. The study of the mother tongue has thirty-seven hours per month. Needle work comes next, with twenty-six hours a

month. Arithmetic has twenty-four. Religious instruction, to which a definite time is set apart, has twenty-two hours. Nature study, geography, and penmanship have twelve hours, and drawing and gymnastics ten hours each. Reading and singing are given brief attention, and three hours and thirty minutes in the month is spent in cooking.

**GEOGRAPHY AND MANUAL TRAINING.**—The exhibit from Sweden shows the prominence in the Swedish schools of domestic economy and the household arts. The school gardening and out-of-door work in the sciences is nowhere more intelligently developed. One Swedish school exhibits a text-book in geography produced by the united efforts of the pupils, directed by their teacher. The best written work of the pupils was preserved. Suitable illustrations were collected. "At the end of the year a handsome text-book could be shown as the result of this co-operation. The school next established a printing plant, and the various lessons were typed as soon as they were completed. By this new plan the pupils collect the printed sheets and paste in whatever illustrations may help to beautify and increase the value of the book. When the volume is completed, it is bound in the regular manual training course, and the covers are then artistically decorated."

**PENMANSHIP.**—The exhibit from the French schools seems to indicate that French schoolmasters make a speciality of developing beautiful penmanship.

**PRESIDENT JAMES** of Northern University, who has recently been elected as successor of Dr. Draper in the presidency of the University of Illinois, presented a paper at the National Educational Association on, "The Place of the Church in American Education," in which he said that in proportion as a church occupies itself with education, the individual members become interested in it. A church that fails here is not living up to its opportunities.

## THE MISSIONARY WORK OF TUSKEGEE INSTITUTE

Three or four years ago, in response to a request from the German government, Booker T. Washington sent a colony of Tuskegee graduates to the west coast of Africa. Here these educated negroes are working for the uplifting of their own race. What they have done is thus told by *The Missionary Review of the World*: "The Togo negroes had not only to be taught, but to be coaxed to try cotton planting. The Togo cotton, too, had run wild so long that none of its three varieties was worth much, while American seed will not endure that climate. The Tuskegee men have changed all this. By judicious crossing they have originated a new cotton plant that flourishes in Togoland, and is of good, long staple. They have also disarmed suspicion among the natives, and aroused enthusiasm about cotton culture, to the extent that the crop of 1904 will be about 1,000 bales. They have also started an industrial school, where forty-five picked Togo boys are being taught some of the energy of their Japanese namesake and its application to scientific agriculture. All these achievements have conquered the skepticism of the German colonial officials as to the profits of improving the condition of the natives. The import of this unforeseen influence of Tuskegee upon blacks in Africa cannot yet be measured."

Should industrial schools be maintained in the South? Should men of means give financial aid to such schools?

## THE PRINTING PRESS AS AN AID TO MISSIONS

The following story concerning the entrance of the New Testament into Spain, dates as far back as 1865. It reads, "While yet the Bible was confiscated at every frontier, Manuel Matamoros showed us how the book might be printed in Spain itself for the use of the faithful souls, who, meeting in secret and under feigned names, were feeling their way toward the light. In a back room in a back street in the cathedral city of Malaga, at a rickety old

handpress, with scant supply of type, a godly printer, with his own hands and such help as his wife and boy could render, printed at the cost of the Society three thousand large type New Testaments, in the course of seventeen months' labor, during every hour of which he stood in danger of arrest and the galleys—a feat which will live in history with the achievements of those who counted not liberty or life dear to them for the sake of Christ and his gospel."

## A TESTIMONY IN FAVOR OF INDUSTRIAL EDUCATION

President Ira Remsen, of Johns Hopkins University, in a recent commencement address said, "The only way we can gain a knowledge of Nature's secrets is by taking her into our confidence. Instead of contemplation in a study, we must have contact with the things of Nature offered out of doors or in the laboratory. Manual labor is necessary. Without it we may as well give up hope of acquiring a knowledge of the truth."

## A MEDICAL COLLEGE IN PEKIN

Time was when the Chinese feared the influence of the medical missionary, and resented the encroachments of such laborers. To-day fifty thousand dollars is to be expended in the erection of a medical college in Peking. The institution is founded and sustained by the combined efforts of the London Mission, the American Board, and the Presbyterian Board, and the Dowager Empress of China has donated fourteen thousand dollars toward the establishment of this college. This shows a decided change in the attitude of the Chinese toward Christians and Christian workers.

ALABAMA has established ten agricultural high schools supported by state funds. These are intended for boys and girls from the farms, and will make the study of agriculture and other industrial subjects, along with some recognized culture subjects, the basis of their work. This is done because it is claimed that the work of the city high schools leads away from farm and home life.



# WITH THE TEACHERS

---

## OVER AND OVER

### A THANKSGIVING SONG

Over and over and over again  
 God's harvest falls in the hands of men.  
 And never weary our Father is  
 Of feeding these clamorous children of his:  
 Of ripening the grain, and painting the fruit,  
 And giving the oak its sturdier root;  
 Of wrapping the corn in its husk away;  
 Of hiding the seed for the wund of May.  
 Over and over and over he pours  
 Into our bins the bounteous stores,

Over and over and over again  
 God's care broods over the lives of men:  
 Unfailing, unwearied, tender and near,  
 So constant and close we forget 'tis here!  
 Forbidding mischance, and defending from ill,  
 And in its refusals enriching us still.  
 Over and over the heart is made glad,  
 So clear the sight of God's goodness is had,  
 So abiding the deep, still sense  
 Of his gracious sheltering providence.

Over and over and over again  
 God sets his hope in the souls of men;  
 The joy in the joy, the gift in the gift,  
 The light that enters through sorrow's rift;  
 The swifter days and the starrier eyes,  
 The strange, deep peace in the heart that grieves;  
 The thrill that says, "He is very near,"  
 The trust that owns, "He is now and here";  
 Over and over, in all our living,  
 His mercies come; we will keep Thanksgiving,  
 —*Olive E. Dana.*

### A LIFE STORY

Above her little sufferer's bed,  
 With all a mother's grace,  
 She stroked the curly, throbbing head,  
 And smoothed the fevered face.  
 "He does not know my love, my fears,  
 My toil of heart and hand;  
 But some day, in the after-years,  
 Some day he'll understand:  
 Some day he'll know  
 I loved him so,  
 Some day he'll understand."

A wild lad plays his thoughtless part,  
 As fits his childhood's lot,  
 And tramples on his mother's heart  
 Ofttimes and knows it not.  
 He plays among his noisy mates  
 Nor knows his truest friend:  
 His mother sighs, as still she waits,  
 "Some day he'll comprehend;  
 The day will be  
 When he will see;  
 Some day he'll comprehend."

A bearded man, of serious years,  
 Bends down above the dead,  
 And rains the tribute of his tears

Over an old grey head,  
 He stands the open grave above  
 Amid the mourning bands;  
 And now he knows his mother's love,  
 And now he understands.  
 Now doth he know  
 She loved him so,  
 And now he understands.

### NOTE THE BRIGHT HOURS ONLY

A lesson in itself sublime,  
 A lesson worth enshrining,  
 Is this: "I take no heed of time,  
 Save when the sun is shining."  
 These motto words a dial bore,  
 And wisdom never preaches  
 To human hearts a better lore  
 Than this short sentence teaches.  
 As life is sometimes bright and fair,  
 And sometimes dark and lonely,  
 Let us forget the toil and care,  
 And "note the bright hours only."

There is no grave on earth's broad chart,  
 But has some bird to cheer it;  
 So hope sings on in every heart,  
 Although we may not hear it.  
 And if to-day the heavy wing  
 Of sorrow is oppressing,  
 Perchance tomorrow's sun may bring  
 The weary heart a blessing.

We bid the joyous moments haste  
 And then forget their glitter;  
 We take the cup of life and taste  
 No portion but the bitter;  
 But we should teach our hearts to deem  
 Its sweetest drops the strongest,  
 And pleasant hours should ever seem  
 To linger with us longest.

The darkest shadows of the night  
 Are just before the morning;  
 Then let us wait the coming light  
 All boding phantoms scorning.  
 And while we're passing on the tide  
 Of Time's fast ebbing river,  
 Let's pluck the blossoms by its side,  
 And bless the gracious giver.

—*Selected.*

### GOD SEES

Where we but see the darkness of the mine,  
 God sees the diamond shine;  
 We only see the rude and outer strife,  
 God sees the inner life;  
 Where we our voice in condemnation raise,  
 God may see fit to praise.

—*A. E. Hamilton.*

### EXPERIENCE

"Life is full of holy uses,  
 If but rightly understood,  
 And its evils and abuses  
 May be stepping-stones to good."

### \*The Birth of the Deliverer.

---

Amram	Jochebed	Miriam	deliverer
pith	shine	bank	basket
plays	tight	decided	proper

---

Among the Hebrew slaves was a man called Amram. Amram was the grandson of Levi, one of Joseph's brothers, and he married Levi's daughter. Her name was Jochebed.

Amram had to work hard all day under a task-master, but hard work did not drive the love of God from his heart. He was a man of faith, and Jochebed was a woman of strong faith.

In the home of Amram and Jochebed there were two children, a girl called Miriam, who was twelve years old, and a little three-year-old boy called Aaron.

Jochebed and Amram knew the time was near for the deliverer whom God had promised to send. When the third baby was born in this family, they decided to hide him.

Pharaoh had commanded the nurses to throw boy babies into the river, but Jochebed hid her baby for three months.

Imagine how careful everybody was in Jochebed's home to keep the baby from crying. If the Egyptians should find the baby, they would tell Pharaoh's officers.

At the end of three months, Jochebed found she could not keep the baby any longer.

"And when she could not longer hide him, she took for him an ark of bulrushes, and daubed it with slime and with pitch, and put the child therein; and she laid it in the flags by the river's bank."

This little ark was a basket which Jochebed wove from the rushes that grew by the river. She made the basket water-tight with slime and pitch.

Jochebed prayed God to guard her baby boy. Then she

placed him gently in the basket, gave him a good-bye kiss, and closed down the cover.

The basket was placed near the river's brink, and was half hidden by the tall flags that grew by the water.

Jochebed dared not stay to watch her child. She went home, but all the time she was praying.

What would happen to her baby?

---

By faith Moses, when he was born, was hid three months of his parents, because they saw he was a proper child. And they were not afraid of the king's commandment."

---

### For Study.

---

The rushes which grew by the Nile were called papyrus. Find a picture of the papyrus in the dictionary, and draw several bunches.

What kind of rushes have you seen growing by the pond? Make a picture of what you have seen.

Make an imaginary visit to the home where Moses was born, and tell what you see and whom you met.

Describe the making of the ark of rushes.

Weave a little basket of paper to represent the ark in which Moses was placed.

Write five different sentences which will answer this question: Who was Jochebed?

## TEACH THE HUMANE TREATMENT OF ANIMALS

BY Z. IRENE DAVIS

The American Humane Education Society numbers its members among citizens in nearly every state in the Union. It called its first meeting in March, 1866, under Henry Bergh of New York. The following incident was one of the causes that led to the extension of this movement in Boston:—

BOSTON, FEBRUARY, 24, 1868.

To the Editors of *The Boston Daily Advertiser*:

"In your paper of this morning, I see that the race on Saturday terminated in the death of the winning horse. (I had not then heard of the death of the other.) I find also that the horse was driven over the rough roads of that day the whole distance from Boston to Worcester, and drawing two men, at an average speed of fifteen and two-seventh miles per hour. It seems to me that it is high time for somebody to take hold of this matter in earnest, and see if we cannot do something in Boston, as others have in New York, to stop this cruelty to animals. I am ready to contribute both time and money; and if there is any society or person in Boston, with whom I can unite, or who will unite with me, in this matter, I shall be glad to be informed. George T. Angell."

John Q. Adams was one of the first directors of the American Humane Society. The motto chosen is, "Glory to God, peace on earth, kindness, justice, and mercy to every living creature."

George T. Angell, a man whose kindly face and genial manners have won for him a host of friends, is the president of this society. From earliest boyhood he was very fond of animals,—dogs, horses, cats, cattle, sheep, birds, and many others. He is a graduate of Dartmouth college. "*Nil Desperandum*" was the motto that he adopted in youth. The official organ of the society, a bright, attractive, well-illustrated paper, entitled *Our Dumb Animals*, finds its way into thousands of homes, always bringing with it an inspiration to

more kindness and humane feelings. Friends of God's lower creation all over the world help to carry on the work.

In a certain town where a Society for Prevention of Cruelty to Animals existed, a boy threw acid in his dog's eyes. The dog became blind. The Society fined the boy fifteen dollars. He had no desire thereafter to repeat the sport on any animal. In New York City the Society seeks out homes for wandering cats and dogs, and fines men for abuse of horses when proof can be obtained sufficient for conviction. A garbage collector who was cruel to an old horse was fined fifty dollars. After that he was glad to treat it kindly. George T. Angell, 19 Milk street, Boston, Massachusetts, is glad to receive money at any time to carry on the work.

Often teachers do not know of the existence of cruelty in their pupils. That is why humane teaching should not be neglected. The writer had at one time two boys in school whose quiet, studious habits had won for them a warm place in her affections. One noon while talking to the girls in their neighborhood, she said, "What quiet, earnest pupils the Crampton boys are." Edith Harris, an honest, kind-hearted girl, looked very sad as she replied, "Teacher, they rob bird's nests. I despise boys who needlessly hurt things weaker than themselves."

Their worth, then, had been overestimated. There was no response in their nature to the goodness of a love that sent the joyous singers to cheer the human heart. They were dead to the needless suffering of a harmless little bird. Is there reason to think that they would feel for human suffering?

A touching story of Rosa Bonheur's love for animals is told concerning a circus lion. The animal had killed one of its fierce keepers, and was the largest ever brought from the native haunts of the king of beasts. Bonheur was anxious to paint it, but no one dared to bring it from its cage for her. She finally induced the manager to leave her with the beast. After unfastening the door of the cage the keeper

retired to a place of safety, leaving the lady in the presence of the roaring lion. He stalked majestically into the open, eyeing her with a puzzled expression. Then he seated himself in front of her and laid his great bushy head in her lap like some overgrown kitten. After winning his affections, she painted him.

A man who owned a St. Bernard dog was about to move away. As a token of his esteem of a friend he gave him the dog. The new owner, after keeping the dog for a year, decided that he was too expensive and that he could no longer feed him. So taking the dog in a boat one day he rowed out into the middle of a large lake, and then threw the animal into the water and rowed swiftly away. The dog began to swim toward the boat. As he neared the side where the oar rested the man, angered at his failure to drown the dog, seized the paddle and raising it high in the air brought it down with great force to kill the animal. But the dog eluded the blow and the man fell overboard. As he could not swim, he began to sink. The dog, true to his noble instincts and training, seized his master by the collar and lifted him into the boat. Thoroughly ashamed of his faithlessness to a friend and meanness to the dog, he kept him after that as long as he lived.

---

#### CONCERNING DEW

A writer in *The Lancet* says: "It is well to remember that during the passing of night to day and day to night several physical changes take place. There is a fall in temperature at sunset and a rise again at dawn, and consequently moisture is alternately being thrown out and taken up again, and it is well known that this change of state is accompanied by electrical phenomena and certain chemical manifestations also.

The formation of dew has probably, therefore, far more profound effects than merely the moistening of objects with water. Dew is vitalizing not entirely because it is water, but because it possesses an invigorating action, due partly, at any

rate, to the fact that it is saturated with oxygen, and it has been stated that during its formation peroxide of hydrogen and some ozone are developed. It is not improbable that the peculiarly attractive and refreshing quality which marks the early morning air has its origin in this way.

The difficulty of inducing grass to flourish under a tree in full leaf is well known, and is generally explained by saying that the tree absorbs the nourishing constituents of the soil, or that it keeps the sunlight away from the grass and protects it from rain. It is doubtful whether either of these explanations is true, the real reason most probably being that the vitalizing dew can not form upon the grass under a tree, whereas as a rule both rain and light can reach it."

This enables one better to appreciate the statement that in Eden "there went up a mist from the earth, and watered the whole face of the ground," and that promise recorded by the prophet Hosea in which the Lord says, "I will be as the dew unto Israel: he shall grow as the lily, and cast forth his roots as Lebanon."

---

#### PRACTICAL LANGUAGE WORK

I would suggest that teachers of English secure from a daily paper in some city its printed rules and regulations governing the preparation of manuscript for publication. Each daily is a law unto itself, but the general plan is the same, and is more rational than any set of directions I ever found in a text-book. Truly it is an art for one to be able to prepare manuscript for the printer, free from errors. This is the ideal toward which all pupils should work. It is not an impossible ideal, but it is one within the reach of any pupil of average ability.—*Supt. Greenwood, Kansas City.*

---

HE alone who recognizes in nature his Father's handiwork, who in the richness and beauty of the earth reads the Father's handwriting,—he alone learns from the things of nature their deepest lessons and receives their highest ministry."

## PROGRESS DEPARTMENT

### TEACHERS' INSTITUTE AT HAZEL, KENTUCKY

BY ELLA OSBORN

At the close of the Tennessee River Conference campmeeting, held at Hazel, Ky., August 19-29, the teachers who had been in attendance were called together for a week, by previous appointment, for the purpose of studying the church school work in this conference. The number in attendance was small. The educational secretary, in his opening remarks, stated that at the first teachers' institute held here, there were two teachers present. We could only praise the Lord that since that time several others have been added to the number.

The first meeting was one in which there was an earnest seeking of the Lord that his blessing might rest upon our studies, that each one might realize more fully the importance of the work to which she is called, and that we may receive a more thorough preparation for that work. The Lord was with us during the short time we spent together, and as we separated it was with the feeling that such meetings are profitable to all, and with the hope that in the future we might have an opportunity to study more fully the work so lightly touched upon at this time.

The institute was under the direction of Prof. C. L. Stone, educational secretary of the conference. The time was so short it was impossible even to touch upon many subjects which could very profitably have been presented.

One of the most interesting hours was that in which the principles of Christian education were presented from the Bible. Many new thoughts, as well as many old ones in a new setting, gave us brighter glimpses of the work than we ever had had before.

Sutherland's Bible Readers formed the basis for correlated work for the first three years. The teachers formed themselves

into a class to which the instruction was given, as it might have been to a class of children. It was thought that "learning by doing" would make the instruction helpful, because it showed the teacher how these books might be used with children, and also gave opportunity to study methods of presenting various other subjects.

Instruction in methods was also given. As in the work in correlation, so here, subjects were presented, as to a class of children, leading the pupils to do something of which their lesson in numbers or language might be the outgrowth, rather than the memorizing of dry facts from a text-book.

As the teachers went to their various fields of labor, their faith and courage in the Lord was strong, and it was the earnest prayer of each to see souls saved as the result of church school work.

*Springville, Tenn.*

### TEACHER'S INSTITUTE IN WISCONSIN

BY LOTTIE FARRELL

This meeting was held on the campground at Osakosh, one week preceding the camp-meeting. Eighteen teachers were in attendance. Four hours a day were spent in class work, and all expressed themselves as well pleased with the help received.

#### PRIMARY WORK

was considered first. The privileges and responsibilities of the teacher, as the child enters the school-room for the first time, were carefully and prayerfully discussed. He comes seeking knowledge, and it is the teacher's privilege to impart that knowledge that will be to his salvation. As he learns to read, he must also learn to love the *pure and true* in literature, or else the enemy will use the knowledge obtained to further his own work. Therefore it is the teacher's first duty to use those text-books and employ those methods that will create

in the chapel, and united in the exercises conducted by Elder Kauble, assisted by Elder John Covert, the newly chosen principal.

The other teachers are J. M. Burdick and Miss Annie S. Jensen, and the class work moved off smoothly from 9:30 to 11, when a ten minute period intervened as special prayer service, when the specific needs of the school or of any individual in it are remembered by the company of students and teachers who wish to come apart for a little while for that purpose.

Then the class work continued until 12:45, the dismissal hour to prepare for dinner at 1.

Manual work occupies the time from 1:30 to 5:30, the evening lunch hour, but as this was Friday the work closed sooner and preparations were made for the Sabbath evening service at sundown.

This vesper service was the best of all the day. Nearly every one present expressed his purpose of being prepared for active work in the cause of God, and all hearts united in a fervent wish that these purposes may be realized. Only so can the purpose of God in founding this institution be met.

---

## CHRISTIAN EDUCATION IN INDIANA

BY W. D. CURTIS

During the year 1903-4 there were fifteen primary Christian schools conducted in Indiana. They were considered by the patrons a genuine success. For various reasons, four of these schools will not be continued this year; yet if I had teachers to supply the demand, I could establish twenty schools in this state for 1904-5. It is very encouraging to see the interest our people take in Christian education, and the work for our young people.

During our recent campmeeting and conference, held at Martinsville, the officers of the department of education held an interesting and profitable young people's state convention. The president of the conference, Eld. W. J. Stone, gave us a day for the work of our youth. Much interest was manifested in this convention by the brethren

and sisters. It was opened by especially prepared songs. Brother J. Francis Olmsted led the congregation in prayer. Eld. W. J. Stone delivered the address of welcome, which was appreciated by all. Papers upon various phases of the young people's work were read. It was evident that much time and thought had been given to their preparation. They were excellent, and revealed to the older members of our churches that there is much talent in our young people. The music was well rendered, and consisted of especial selections, one piece having been prepared by one of Indiana's young ladies.

At the close of the campmeeting we held a two weeks' institute with the Indiana teachers. The daily program consisted of Bible study and devotional exercises, reading of papers and discussing the same, normal work and general discussion of actual experience in school work. A portion of each afternoon was spent by the teachers doing house-to-house work in the city, in the interests of the meetings held on the campground. The papers read were excellent. The subjects were intensely practical, and much thought had been given to the preparation of the papers. The normal work was much needed and greatly appreciated by all. The institute closed with a two days' examination. All those who attended the institute felt that another should be held next year.

We feel that the teachers in this conference are entering upon their year's work with clearer ideas of importance and the necessity of a close walk with God; also with stronger desires to become successful teachers.

---

## PROFITABLE WORK

BY FRANK M. WILSON

We read that it is of no profit for a man to gain the whole world if thereby he lose his own soul. Hence we know that to be engaged in scattering literature which will lead souls to the truth is a *profitable* work. We also know by this that any one engaged in the work of carrying the printed page, having the right motive, which is

that of spreading the truth, will by this be the means of saving his own soul.

The writer desiring the experience which comes by doing such a work as the above, decided after corresponding with the Modern Medicine Publishing Co., of Battle Creek, Mich., to take the "Home Hand Book" into the homes of the people.

"Is not the world in need of being aroused on the subject of health reform?"

"Are not the people in need of the truths presented in the health books?"

I have met those who seem to be interested in learning more about the way of salvation, and I shall strive to make myself the means of placing the full truth before these people. I am planning to use some of the special numbers of the *Signs* among those whom I have met in my canvassing work.

As I have been going about from house to house showing the health literature, I have been convinced that the canvasser who will visit the people repeatedly at given intervals, will be the most successful. In this way he will not only get better acquainted with the people and know their individual needs, but will also secure their confidence, which is highly important.

I have now been canvassing for six weeks, but as this is my first experience, my financial report is not a very large one. In spite of my inexperience, the Lord has blessed my efforts to the extent of sales to the amount of two hundred and nine dollars.

I am happy to know that I have been the means of placing even a few sentinels for the truth in the homes of some of my fellow-men.

*Moline, Ill.*

#### THE BIBLE BY CORRESPONDENCE

Miss Alice Bramhall had charge of the young people's meetings on the Wisconsin campground, where she used the lessons in the Bible prepared by the Missionary Training School of Correspondence. In describing the meetings she says, "One day we had an attendance of nearly two hundred, and a splendid interest was mani-

festated. On this particular day I assigned subjects covering Genesis 5-12, and each one to whom a subject was assigned prepared for a three-minute talk. It would have delighted your heart to hear these young people talk and ask questions. We spent two hours in this study, and they were loath to stop at that time. My object in conducting such a class was to demonstrate how interesting these lessons can be made in church gatherings and young people's meetings. A large number of the young people decided to begin the course this fall."

#### THE INFLUENCE OF THE SCHOOL IN AFRICA

Sister Ellen J. Burrill has taught for a number of years in Claremont Union College near Cape Town, South Africa. In a recent report for the *Review and Herald*, she says, "The fact that we are vegetarians attracts much attention. Some time ago one of our patrons took his little girl to one of the Cape's leading physicians. She was very thin, and her father thought it was because of her vegetarian diet. The doctor said that he himself did not care for vegetarian principles, but when he saw the Union College students he could say nothing against it, for they were the healthiest, strongest, and best looking girls in the Colony."

ONE of our church school teachers writes, "Since I have been away I have had two urgent calls to teach in the secular schools, but I did not accept them. One was the principalship in a high school, work I would dearly love if I did not know the precious truth so well, and did not feel the needs of the world as I do. I am more determined than ever to be a learner at the Master's feet."

If all our young people could be as true, the promise made in Isaiah, "All thy children shall be taught of the Lord," would soon be fulfilled.

WE have received good news from the Nashville Agricultural and Normal School.



The young people already on the College farm, which is about nine miles from the city of Nashville, Tenn., although doing pioneer work, are full of courage. The young woman who looks after the milk and butter has succeeded in producing butter which brings the highest market price, and her products are in good demand.

The former owners of the farm vacated the farm house about the first of October. The second small cottage erected for the convenience of workers is nearing completion.

A meeting of the students and workers was called for the 18th of October, at which time plans were laid for the conduct of the school. The first term will open at the beginning of the year.

T. A. FLECK, of Eagle Point, Oreg., writes that he attended a county teachers' institute last fall, and found that some of the leading teachers of the state are about to get ahead of some of our teachers, at least in following out the principles of education brought out in the Word of God. "It made me think that if we do not progress rapidly, other educators will see the truth of Christian education, and we shall be left behind."

FLOYD BRALLIAR, principal of Stuart Industrial Academy, Stuart, Iowa, has shown what can be done by an industrial school. He contracted a large acreage of sweet corn raised on the school farm, to a seed company for an unusually good price, and has raised a large quantity of flower bulbs. Herein is a suggestion for teachers. Let them select one or two remunerative crops, adapted to the locality in which the school is situated, and put the energy of their student labor on these.

THE East Michigan Conference voted to raise \$10,000 for the establishment of an intermediate industrial school. The exact location was not at that time determined. Prof. J. G. Lamson resigned his position as educational superintendent of West Michigan Conference, in order to accept

the principalship of this new school. He has also been elected educational superintendent of the East Michigan Conference.

EMMANUEL MISSIONARY COLLEGE opened Wednesday, October 5, with Elder N. W. Kauble, formerly of Sheridan Industrial School, as President. The school has been in an unsettled state for several months, owing to the illness of Professor Washburn, but in spite of this fact the prospects for the school year are good. Elder Kauble has had years of experience in industrial education, and has the confidence of all who know him.

OTTO BERNSTEIN is principal of the Minnesota Intermediate Industrial School located at Bear Lake, Minn., about thirty miles west of Minneapolis. This school is on an eighty-acre farm, about one-half of which is heavily timbered with hard wood. The land is especially adapted to raising of small fruits. The school buildings are in process of erection by students.

PROFESSOR DOERING, for several years a teacher in the German department of Union College, College View, Neb., has been elected principal of the North Dakota Intermediate Industrial School, which opens this fall; and he is also educational secretary of the North Dakota Conference.

ELD. J. T. BOETTCHER, who for a number of years was at the head of the German department of Union College, writes from Basel, Switzerland, as follows: "The school work is the heart of the church. May God bless the men who carry the burden of it."

AN institute for church school teachers was held on the camp grounds after the campmeeting at South Takoma, Washington. The educational convention of the Pacific Union Conference was held at the same time.

PROF. J. E. TENNEY, of the Southern Training School, writes of the encouraging opening of that school, and that it has a good attendance.

# BIBLE READER, Third Year

Are the children ready for a third reader? Part I of Bible Reader, Third Year, has been hurried from the press for the children who are waiting for it.

**Seventy-five Pages, Neatly Bound, for Twenty Cents**

The strength of these readers increases with each number of the series.  
Correlation of Bible and common branches a distinguishing feature.

A public school teacher says: "You have given not only children but grown people, helpful readers. They contain a greater range of practical correlation than any other readers I have examined. This work is so plain and interesting that it seems to me it will enter the very bone and marrow of the pupils. The book can not fail to be a blessing to all who are fortunate enough to be brought under their influence."

Send for Part I to—

THE ADVOCATE PUBLISHING CO.  
Berrien Springs, Mich.

## A Book for Little Children

Are you interested in children? To you then come the questions, How shall I teach them? What shall I teach them?

Mary, the mother of Jesus, taught her child from the scrolls of the prophets.

The early Christians taught their children Bible stories; they sang to them sacred songs. It was thus that they trained them to fill places of importance in the church.

### Has God a Mission for Your Child?

Then train him from infancy to fulfil that mission by early turning his heart to God.

## BIBLE READER

### Number One

will teach your child to read, for it develops a vocabulary gradually. From it he learns to love Scripture stories. It cultivates in him a love of sacred literature.

Place the little book in his hands before his taste has been formed.

**Price, 35 cents.**

Address THE ADVOCATE PUB. CO.,  
Berrien Springs, Mich.  
or State Tract Society.

## BIBLE READER

### SECOND YEAR.

"What is put into the first of life is put into the whole of life." This is a vital reason for placing only the truth before children.

**Some Strong Features of Bible Reader, Second Year, are:**

- A strong appeal to the imagination.
- Thorough correlation of all the common branches, with the Bible as the basis.
- Gradual development of a vocabulary, which enables the child to read the Scriptures themselves.
- Subject-matter, which is truth instead of fiction.
- Cultivates love of life in the country, and love of manual work as well as mental activity.

### Teachers Say:

"Bible Reader, Second Year, is by far the most interesting work for children that it has been my privilege to examine."

"Bible Reader, Second Year, gives the help which teachers need, in its natural method of correlation, covering, as it does, all the subject-matter necessary to a pupil of this grade."

"I consider Bible Reader, Second Year, invaluable because its stories are true, and the plan of the book develops individual thought."

"If the education of every child were based on the subject-matter contained in Bible Reader, Second Year, it would create in him a love for nature, for country life, and for the Bible, and it would be the means of developing Bible students who would remain firm for principle and for truth."

**Price, 40 cents.**

Address, ADVOCATE PUBLISHING CO.,  
Berrien Springs, Mich.

# Emmanuel Missionary College

LOCATED ON A LARGE FARM  
NEAR BERRIEN SPRINGS, MICH.

---

## A Training School $\pm$ Christian Workers

OF BOTH SEXES.

SCHOOL WORK THROUGHOUT THE YEAR.

---

### SPECIAL FEATURES.

---

In theory and in practice the primary object of Emmanuel Missionary College is to develop faith in the Word of God, and to inspire students with an ardent desire to carry the gospel to all parts of the world.

In addition to a thorough intellectual training, physical training in the form of practical manual labor is made an integral part of the curriculum. This includes carpentry, the students erecting the buildings of the institution; printing in a regularly organized office; dressmaking; tailoring, students making much of the clothing worn about the institution; hygienic cooking; gardening, horticulture, and agriculture.

A thoroughly democratic institution, in which principles of self-government have been adopted. Co-operation is recognized as the law which should govern the Christian school.

Full information given upon application to

PRESIDENT  
EMMANUEL MISSIONARY COLLEGE  
BERRIEN SPRINGS, MICH.