



# The Advocate of Christian Education

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# THE ADVOCATE

## of Christian Education

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### A Journal of Education

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### THE HIGHEST AMBITION

We can not tell the ambitious man that he must cease to be ambitious if he would become a Christian. God places before him the highest objects of ambition,—a spotless, white robe, a crown studded with jewels, a scepter, a throne of glory, an honor that is as enduring as the throne of Jehovah. All the elements of character that help to make him successful and honored in the world, the irrepressible desire for some greater good, the indomitable will,

the strenuous exertion, the untiring perseverance, are not to be crushed out. These are to remain, and through the grace of God received into the heart, to be turned into another channel. These valuable traits of character may be exercised on objects as much higher and nobler than worldly pursuits, as the heavens are higher than the earth. A gift from the hand of God awaits the overcomer. Not one of us deserves it; it is gratuitous on his part. Wonderful and glorious will be this gift; but let us remember that "one star differeth from another star in glory." But as we are urged to strive for the mastery, let us aim, in the strength of Jesus, for the crown heavy with stars. They that be wise shall shine as the firmament, and they that win many to righteousness, as the stars forever and ever. —Mrs. E. G. White, in *Review of Oct. 25, 1887.*

### TO TEACHERS AND FARMERS

Education is both a science and an art. As a science it relates to something to be known; as an art, to something to be done. To be complete it must embrace both. Theory without practice goes for nothing. Use should be the foundation and superstructure of all knowledge. The *how* as well as the *what* should be studied, learned, and taught. How are you doing your work? How do you accomplish this or that result? How do you teach reading, writing, spelling, arithmetic, geography, Bible, etc.? What is your plan? What is your method? Let each teacher in our Union Conference industrial and church schools take an active interest in making this journal what it should be for the benefit of all

the others. Read the article, "Planning for Work," by Miss Foster, in this issue, then plan to a definite end. Have some definite method for the execution of your plan. Note results; and if satisfactory, send in a definite report.

The above paragraph is to teachers; but we want it to apply to farmers as well; for every farmer is a teacher. He should have definite plans and methods of work. He should note results. He should study his soil, his crops, his live stock, and their relations to each other. He should understand the principles of farming as well as its practice. Have you learned anything valuable in your culture of the farm, orchard, garden, stock, or poultry? Send in your re-

port to the Farm Department of this paper. Whatever is a benefit to you will be helpful to others. Now, let us urge you once more to write your own experiences. Do not think that you are to do the work and let someone else do the writing. Who can better tell what he knows than one who knows it by experience. Let not others be your mouth-piece any more than you would let them do your work.

The ADVOCATE is to be of a representative character. It is to represent the schools in the district; so it is for the schools. It is to represent the farms in the district; so it is for the farmers. Let no one, then, think that it is necessary to have "the pen of a ready writer" in order to send in a report. Good, common, plain, simple English is always best.

#### FUNDAMENTAL TRUTHS

The aim of true education is to restore the image of God in the soul. The process of education involves not simply the development of the mental power, but the development of the mental, moral, and physical powers, with ability to sustain these powers in the practical duties of life. Neither custom nor popular demand can determine what shall be taught, how it shall be taught, nor how long time shall be devoted to the process. God gave the powers to be developed, ordained their purpose, and established the laws that govern their development. These powers are instruments by the wrong use of which the human being may fail, or by the right use of which he may accomplish the divine purpose.

The what, the how, and the how long, which will most economically and thoroughly fit the human being to fulfil the Creator's purpose, must find a place in the true educational scheme. The question of special plans and devices to be used, must be answered by the laws governing the powers given and their purpose as set forth in nature and divine revelation. These laws stand out so plain that the wayfaring man, though he be a fool, need not err.

It requires no great skill to discover the inherent law of activity which must be con-

sidered in laying plans for the educational work. The first activity is physical. There is pleasure in this activity, even before it can be discovered that there is any special awakening of the mind. If any one doubts the truth of this assertion, let him restrain the infant's exercise, and at once the doubt is removed by the manifest displeasure resulting from forced inactivity. It is often asserted of a normal child that he can not keep still; and this so-called restlessness is regarded as an unfortunate trait. Sometimes this activity is reproved by parents and teachers. Such a view is erroneous, such reproof decidedly wrong. The inherent tendency to activity is legitimate and consistent, and instead of calling for reproof, it calls for guidance and direction. This activity is nature's voice calling for a teacher.

In a little while the mind begins to awaken, and with this awakening, interest becomes manifest. As the interest grows and activity increases, the pleasure derived from activity becomes greater. The pleasure derived is *not* lessened by exertion, but is governed by the interest possessed in the object for which the effort is made. Who has not observed the nominally lazy urchin fretting and complaining when requested to perform some small errand, and perhaps pleading weariness; but immediately, in response to the invitation to play, engaging vigorously and spending hours in what otherwise would be to him fatiguing exercise, without a word of complaint or sign of weariness? Why this manifest difference in the degree of activity and pleasure? No normal child, strictly speaking, is lazy. Many a child is regarded as lazy and good-for-nothing, and under the circumstances is neglected, when if right principles were understood, and correct methods adopted, he would become useful and industrious.

Power is developed by use. The child *will* use his powers. Unless these powers are properly directed, they will be misused; and, in consequence, wrong habits and wrong character will be the result. Much importance attaches to creating an interest in useful exercise. Whatever the method may

be, it must foster exercise, which is character building.

One of the earliest tendencies of the mind's activity, is that of imitation. The desire to imitate is excited by example. The child will do what he sees others do. If those around him say and do wicked things, he will sooner or later do the same things. If the conversation of the family includes neighborhood gossip and backbiting, he will soon engage in this unhealthy pastime. If incorrect language is used, he forms incorrect habits in the use of language. He sees his father driving the horse to the wagon or plow: he will shortly be driving the chair or sofa in imitation. If the father whips the horse, the child will whip the chair or sofa. If he sees a building in process of erection, he attempts to build a miniature house himself. If the father is careless and disorderly about the farm and home, the boy also becomes disorderly and careless.

Another early tendency of the mind activity is to confide in others. It is the law of nature for the child to believe what he hears. It is only after he has been deceived or otherwise influenced that he manifests doubt. After the mind begins to reason, he will still believe what comes from one in whom he has confidence. This truth is well illustrated in the case of the little child, who, when the mother's word was contradicated, said, "Well, it is so if it is not so, because mother said so." Confidence is an important factor in the education of the child. In order to be led, the student must have confidence not only in what the teacher says, but also in the correctness of his actions and habits. In order to inspire this confidence, the teacher must be consistent in precept and example.

A child will early learn to conclude that when his parents and teacher are sincere, they themselves will set the example. If he is instructed that he should be industrious and studious, he looks for the example in his instructors. If he is told that it is important that he pray and exercise faith in God, and attend church and be helpful to others, he expects to see his in-

structors doing the same thing. If he is instructed that manual labor is a means of developing character, he looks for his teacher to labor physically. The power of faith can be developed only by sustaining the element of confidence in the child. The moral power of the child can never be developed without the exercise of faith in God; and it is hard to imagine how he can ever be ready to exercise faith in the unseen, unless he has confidence in those with whom he associates and who are his instructors.

As the physical power is the result of nutrition and assimilation of bodily food, and mental power the assimilation of mental food, so is the moral power the result of spiritual food by faith in God. In the truest sense, by beholding him, we are changed into his image.

Let us repeat, Christian education comprehends the development of all the powers. Correct methods, therefore, must harmonize with the foregoing principles in order to conserve the purpose of true education.

#### WHAT SHOULD A YOUNG MAN KNOW?

What should a young man know? What should he do? What should he be? He should know the truth; he should obey it; he should be perfect. "Ye shall know the truth, and the truth shall make you free." "If thou wilt enter into life, keep the commandments." "Be ye therefore perfect, even as your Father which is in heaven is perfect." "But if thou wilt be perfect, . . . follow me."

Christ's answer is complete, for the whole man, body, soul and spirit, for time and for eternity.

But what should the young man know? Ask any individual in any business or social calling, and his answer will be more or less complete according to his ideal of life. Ask the business man of the world, and he will say, a young man should know how to read well, to spell correctly, to write legibly, to figure accurately and rapidly, how to do business, and be able "to tell something about the great authors, statesmen, and fin-

anciers of the world." Ask the scientist, and he will say that if a young man would appreciate life, he should also have at least an elementary knowledge of the various sciences. Ask the ordinary college professor or university man, and he will advise a full college course preparatory to "entering on life."

Ask the Christian parent, teacher, or scholar, and his answer is ready: Give the boy a knowledge of the practical affairs of life, a thorough drill in the common branches, including the Holy Scriptures, and as far as consistent, a general education in the arts and sciences; that he may be a live, wide-awake, interested, and practical worker in many lines, and able intelligently and influentially to meet all classes of people; also, when legitimate, give him a specific training in the line of his natural aptitudes, which, under the operations of the Holy Spirit, will make him a special power in the world for God and humanity.

Lastly, go to the broad-minded, true-hearted Christian farmer, who is not a slave but a master of his art, and he will be more specific in his instruction. He may start out by saying that every young man should know how to farm,—how to till the soil, how to grow plants for pleasure and for profit, how to care for the horses, cattle, sheep, poultry, etc.; but with an assuring smile, he will add, the first requisite to success is love for the farm. In fact, without love there is no success in anything. You must *know* the farm and *love* the farm. You must love *farming*. Love the farm, and you will love the farmer; love the farmer, and you will find an avenue to his soul. Every minister, physician, teacher, Bible worker, canvasser, or missionary, should be a farmer both in spirit and in practice. Strong bodies, vigorous minds, buoyant spirits, symmetrical development, a sturdy and well-balanced character, are the result of life on the farm. Where is to be found a more honest, upright, sociable, or hospitable class of people? Knowledge in any science or industry enlarges one's capacity for meeting those who are proficient in that science or industry. It enables

one, like Paul, to become all things to all men, that he may save some. There is a common cord of sympathy between those who are engaged in the same pursuit. Let education, then, be both general and specific, scientific, and practical. The world is looking for well-balanced, all-round men and women today. Broad culture is not to be despised.

J. H. H.

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No book, tract, or publication can be a success without a mission. It must have a field distinctively its own. No man, institution, people, nation, or church has any right to exist without a mission. Yes, more, without a distinct mission they would soon cease to be. Again, every publication, as well as man, institution, or church, without a message, must have a people to whom that message applies. Without the people, the message is nothing. Without the subscriber, the journal must die. We want you to help us make this paper what it should be, not only by voice or pen, by short pithy paragraphs or articles, but by your sending in your subscription without delay when you read this.

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THE youth should be taught to aim at the development of all their faculties, the weaker as well as the stronger. With many there is a disposition to restrict their study to certain lines for which they have a natural liking. This error should be guarded against. The natural aptitudes indicate the direction of the life-work, and, when legitimate, should be carefully cultivated. At the same time it must be kept in mind that a well-balanced character and efficient work in any line depend, to a great degree, on that symmetrical development which is the result of thorough, all-round training.—*"Education," pages 232-3.*

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ALL will be interested in the many encouraging reports from our industrial and church schools. Reports from nearly all the industrial schools of the Lake Union Conference are to be found in this issue. Elder Covert has kindly written concerning the Wisconsin schools. May we not now hear

directly from the teachers? To the state superintendents there is extended a most hearty and urgent invitation to send in items of interest, and other material. It will thus become your paper!

THE ADVOCATE purposes introducing a department on theory and practice of teaching. This department will be full of practical instruction for teachers. The principles of pedagogy, organization, plans and methods, the work of the teacher in general and in particular, in the schoolroom and out, will receive attention. We know you will be interested in this department. Give us your opinion. What do you say?

HAPPY NEW YEAR! The ADVOCATE wishes every teacher and every student, whether in our church, industrial, or training schools, a most happy and most successful New Year. Also, it would extend New Year greetings to every man, woman,

and child in the great school of life who is working for God and humanity, for time and eternity.

ON account of the surplus material for our Progress Department, the Educational World is crowded out of this number.

ON account of a change in the editorial staff, this month's issue has been delayed. The next number will appear more nearly on time.

FOR the benefit of our farming brethren, a series of articles on agriculture, horticulture and vegetable gardening, will appear in this and future numbers of this journal.

WE COURT CRITICISM.—If you do not agree with us, say so, and give us your better ideas and plans.

“OUR earthly losses are all spiritual gains.”

## Farming and Other Industries

### FARM LIFE

FARMING as a business is becoming more and more dependent upon science.

IMPORTANT, if true,—and it is true,—that science is getting a foothold on the farm.

TRUE teaching in the school, the home, and on the farm, should be done by leading, not driving.

THE experiment station is proving its value to farmers as an interpreter and demonstrator of agricultural science.

It ought to be a source of satisfaction to every farmer that he is one of the world's great army of indispensable producers.

SEEK to raise new kinds of crops in new ways. Concentration is the key to suc-

cess, and it is as essential in farming as in any other line of business.

WHY not aim at excellence, and not be content to drift with the general current? Why not strive for better yields, superior quality, and the highest obtainable market prices?

CALIFORNIA is the leading apricot-producing state, forty-two thousand acres being devoted to its culture in that state. Success is also attending the growing of apricots in Oklahoma and the Indian Territory.

THE Illinois Central Railroad owns and operates about two thousand refrigerating cars and an equal number of fruit cars. The icing stations are located at five points

in Mississippi, one at Jackson, Tenn., and one at Mound City, Ill.

Success is attained by being thorough—thorough at school, in college, and in business. The young should set their mark high, and keep on thinking while working. Success is certain if one will be prompt in taking advantage of opportunities.

#### QUESTIONS FOR ALL

(1) What, in your opinion, is the best summer, fall, and winter apple in your section? Write a description of the apple and of the tree. (2) Answer the above questions also for the pear. (3) What, in your opinion, is the best peach in your vicinity? Describe its appearance in size, form, and color. Describe its quality and flavor. Give the time of ripening. Is it cling- or free-stone? Is it good for home market or for shipping? Is it better to preserve or to eat out of hand? In what kind of soil does it grow? Is the tree subject to disease? What are its insect and fungus enemies? (4) Answer the questions under (3) for the plum, and as far as applicable, to the cherry, the apricot, and the grape.

Any one of the above will constitute an excellent drill in descriptive composition for your classes. Send stamp for descriptive catalogue of fruit and ornamental trees, shrubs, vines, and roses, for sale by the Emmanuel Missionary College Nurseries.

#### PRUNING GRAPE VINES

In his pruning book, L. H. Bailey justly remarks: "All grape growers are students." It would have been better could he have said, all students are grape growers. Every farmer should have a vineyard. A few vines of half a dozen different varieties is sufficient for home use; but one to many acres of one, two, or three commercial sorts is as profitable a source of revenue as any on the farm.

The Concord, Worden, Niagara, Delaware, Brighton, and Moore's Early, would constitute an excellent assortment for fam-

ily use. These are all good table grapes, in order of preference as follows: Worden, Delaware, Brighton, Niagara, Concord, and Moore's Early. The order of ripening is Moore's Early and Worden; then, Concord, Delaware, Brighton, and Niagara. All are off the vines before frost in southern Michigan. The Concord, Worden, and Moore's Early are excellent for juice; the others are for table use only. No sugar is needed in putting up the juice of the Worden. The order as given above is undoubtedly the most profitable for market. The Worden is tender, and, therefore, not the best for shipping, but is in highest demand, where known, for home market. The Niagara is estimable for its size and color. Its quality and color are best when ripened in the sun, and it should not be picked until fully ripe. The Delaware is the most desirable, and commands the highest price; but the vines are dwarf and easily injured by overbearing. The Brighton is similar to the Delaware in color and quality, but bunches very large. The vine, however, is less hardy, and is also easily injured by overbearing.

During January, February, and March, is the time for pruning vines. The fruit is always borne on the last year's growth. The way in which the vine is pruned depends partially upon the method of training; but as the principles of pruning are always the same, in reality there is but one method. If there is a large vineyard in your section, be sure to visit it at the first opportunity, and make close observation as to trellising, training, and pruning. The fruit spurs should contain from two to three buds only, depending somewhat upon the distance between the spurs. By "spurs" is meant that portion of the last year's growth which remains after pruning. The spurs should be from six inches to ten inches apart on the vines, if a somewhat regular distance can be maintained. Pruning is absolutely necessary to the life of the vine. If it is not cut back, it will be overtaxed, and bring little or no fruit to perfection. The Saviour's words, "Every branch that beareth fruit he purgeth (pruneth), that it may bring forth more fruit," ex-



presses a truth which must be obeyed naturally as well as spiritually.

For further instruction on pruning the grape, see "The Grape Culturist," by Fuller, or "The Pruning Book," by Bailey.

J. H. H.

### THE SAN JOSE SCALE

The most formidable insect which has ever threatened the fruit interests of the United States is the San Jose Scale; and if unchecked it will in a few years destroy many orchards and gardens. Every fruit grower should now examine his trees for it, especially those that have been planted within the past five years.

#### HOW TO FIND THE INSECT

Where a tree or abush is thoroughly infested, the whole plant presents an ashy, dusty, or scurfy appearance, and feels gummy. The insects, when crushed, yield a yellow fluid. Where but few of the insects are present on a tree, they are most easily found on the fruit, on which they produce circular purplish blotches, which are very characteristic. It spreads very slowly through an orchard, having a special liking for the Bartlett, Giffard, Bosc, and Aryan pears, the Yellow Transparent apple, the Fay currant, the Lombard plum, and the common junberry; and these trees and plants should receive the most careful inspection.

#### TO DESTROY THE SCALE

Badly infested trees should be dug up and burned at once, which is the only sure treatment for them. The winter treatment of trees not badly infested should consist of spraying them, as soon as the leaves fall, with a hot solution made by dissolving two pounds of whale-oil soap in one gallon of water; and the spraying should be repeated before the leaves open in spring. This treatment, if persisted in, will hold the insects in check and render them harmless.—*Epitomist*.

How do you like the idea of a department for the farm and other industries?

### A WONDERFUL DISCOVERY

Every farmer is acquainted with the fact that nitrogen is necessary to the life of plants, and that this nitrogen may be supplied by the growing of albuminous plants, such as clover, alfalfa, beans, peas, and vetches. The nitrogen in the soil is continually disappearing by what is known as the process of denitrification. Some estimate that often as high as seventy-five per cent. of the nitrogen applied to the soil in the form of nitrates is lost as the result of the action of certain soil micro-organisms.

Opposed to this is the process whereby some nitrogen compounds are built up into more complex bodies. This process is called nitrification. If the roots of albuminous plants, such as we have just mentioned, are examined, there will be observed small tubercles or root nodules in which nitrogen is stored. When these are cut open and examined under the microscope, there are found myriads of microscopic organisms which have been discovered to possess the power of extracting free nitrogen from the air. The honor of this discovery is due to Dr. G. T. Moore, of the United States Department of Agriculture. When land has lost its nitrogen, it is impossible to grow crops. This is observed by noting that when the plant has utilized the food material stored up in the seed, it withers and dies. When seeds of nitrogenous plants are sown, however, the plants will make a start, and wither, but afterwards revive and make a vigorous growth. This is the result of nitrifying bacteria. Again, in some soils which have been denuded of nitrogen, leguminous plants will not grow. This shows that the free nitrogen-gathering bacteria are not present in the soil.

It has also been discovered that these bacteria do not extract free nitrogen from the air so long as there is a sufficient quantity of soluble nitrogen in the soil. Therefore, manures containing these bacteria are not needed for the growing of clover, beans, peas, etc., except where the land is deficient in these organisms.

Today any one may obtain from the Bu-

reau of Plant Physiology, United States Department of Agriculture, Washington, D. C., a free package of this remarkable discovery—a sufficient quantity to inoculate several acres of land. Thus with ‘one tiny yeast cake,’ a farmer, by following the printed directions accompanying the package, may raise a large green manure crop on land that otherwise would be as barren as the desert.

This is fact, not fiction. First test the land by planting clover, and if there are no nodules on the roots, the plant will be yellow, sickly, and stunted. No bacteria, no nodules; no nodules, no nitrogen; no nitrogen, no valuable plant growth. J. H. H.

#### QUALITY OR QUANTITY OF FRUIT

In the home orchard, quality is important, but quantity is more so. In the commercial orchard, bushels are wanted; and if either quality or quantity were to be sacrificed to any great extent, with the writer, it would be quality. The experience of many growers with quality kings, is that they are too shy bearers to be profitable. Some much lauded kinds fail year after year, giving every now and then a choice specimen to show you what might have been. Those specimens might take the premium at the county fair, but what benefit would you derive—what returns for the outlay of capital and labor? Suppose some choice varieties—delicious and fine—should bring two dollars a bushel while the quantity king only brought half that. The former yields half a bushel to the latter's two bushels. Where, then, does the profit lie? Many of us have had this experience. The Elberta peach, Keiffer pear, and Ben Davis apple are not quality kings, by any means; but they are the kinds for the bushels, and hit when others miss, another point in favor of the prolific kinds. The above mentioned and many others are handsome fruits, consequently sell well, cook well, and can well, although the quality is inferior to many others. To the scant-bearing quality king we can do nothing to remedy the great trouble, unproductiveness, but we can thin the overpro-

ductive, thereby increasing its size and appearance.—*E. W. Jones, in Epitomist.*

#### KEEPING APPLES

Many conditions, aside from varietal characteristics, influence the keeping qualities of apples, among which are the soil of the orchard, whether it be in sod or cultivated; weather of growing season, especially the latter part of it; presence or absence of fungi; degree of coloration of fruit; size; ripeness; manner of handling; and kind of storage.

Baldwins grown on sandy or gravelly soil ripen earlier, must be picked earlier, and have a higher color, than those grown on clay; but they do not keep so well. Apples grown in sod attain a higher color and keep longer than those grown under clean culture. Ordinarily, apples keep better when the season has been dry rather than wet, and when the month of October has been cool rather than warm. The character of the weather has much to do with the next factor; presence of fungi, for a warm, moist season, is favorable to nearly all the fungous diseases of the apple; and a scabby apple, or one infected with any of the rots, is a very poor investment for the storage man. Indeed, only prime fruit, ordinarily, should be stored; for number two fruit not only yields small profit from storage, but it hurts the sale of number one fruit. Overgrown specimens do not keep so well as fruit of ordinary size. Well-colored fruit usually keeps best; but it should not be allowed to remain on the tree so long for the sake of color that it suffers in firmness. For cold storage, fruit should not be so ripe or highly colored as is best for ordinary storage. Greenings are said to hold best in cold storage when the bloom will rub off, leaving the skin smooth and shiny; and the same rule applies less markedly to Baldwins.

Methods of harvesting, packing, and handling in transportation, have the greatest influence on keeping quality. Handlers of apples sometimes roll barrels of fruit, allowing them to strike against other bar-

rels. This rough handling may bruise the fruit almost to the middle of the barrel. But some varieties are more easily injured by rough handling than are others. Northern Spy is one of the easiest to bruise; and barrels are often found to go down in storage early on this account. Tolman Sweet and Yellow Bellflower are very sensitive to rough handling.

Most storage men believe that apples should go into storage as soon as picked. Others believe that with some varieties it may be well to allow the fruit to lie on straw on the ground for two or three weeks to secure higher color. If any disease be present, the sooner fruit is put into refrigeration, the better.

With varieties that ripen very unevenly, like McIntosh, Oldenburg, and Fall Pippin, it is probably best to make two or three pickings, so that fruit of fairly uniform ripeness may be stored. It is impossible to give in any brief way the differences which mark varieties, so that topic is not discussed here.—*Farmer's Advocate.*

### THE FARM IS A SCHOOL

A greater effort should be made to create and to encourage an interest in agricultural

pursuits. Let the teacher call attention to what the Bible says about agriculture: that it was God's plan to till the earth; that the first man, the ruler of the whole world, was given a garden to cultivate; and that many of the world's greatest men, its real nobility, have been tillers of the soil.—*E. G. W.*

Now is the time to mulch the garden. Haul out the stable manure during the winter months, placing that which is well rotted, on the spot reserved for the garden. Do not cover the farm land with fertilizer from three inches to six inches in depth. It is better to scatter it over a larger area. Be sure to put it where it is most needed. Do not let it heat in the heap. It will lose its most valuable elements, ammonia and nitrogen. Leave nothing to be done in the busy spring which may be done during January, February, and March.

THE Emmanuel Missionary College Nursery has just issued a beautiful twenty-four-page fruit catalogue. Be sure to send stamp for a copy; also send names of those who you think would be interested in fruits, vines, or ornamental plants, of any kind.

## PROGRESS DEPARTMENT

### NEW YEAR PROCESSIONAL

As by the pulseless hand of Mystery,  
The bare, white chamber of the New Year opes,  
And, through the dim, hushed arcades, human  
hopes,  
That rise unfailing by divine decree,  
Burst into light, the while, tumultuously,  
The varied earth-born throng rush in. Man copes  
With man, unheeding him who weakly gropes,  
Or fears some dread sharp note in prophecy.

And yet in all the hurry of the throng,  
There still are those who gently stoop to raise  
The fallen and the weak who seek release  
From that which stains the white with mark as  
wrong.

Above the common dole, a song of praise  
Sounds without ceasing from the lips of these.

—*Jerold R. Holchkiss.*

### THE WAY OPENS BEFORE US

Most teachers will find that the greatest difficulties to be surmounted in introducing better methods of teaching are imaginary ones before which the heart quails.

The teacher of energy, the wide-awake teacher, finds that the road is not half so hard as she at first thought; for others have gone before and have taken away many of the obstructions.

Do you remember the text that says "And it shall come to pass, that before they call, I will answer; and while they are yet speaking, I will hear"?

I have been thinking that the Lord is fulfilling those words to us by opening the

way for the growth of broader ideas of education.

To teach some industry is now considered the duty of every school. True, not all have accepted this mission; but in time all will accept it, or else cease to exist. The idea is in the air. One meets it everywhere.

Walter H. Page put the thought before the world in his story of "The School That Built a Town."

Miss Shaw, in her articles for the *World's Work*, has shown the pre-eminence of those schools in which the industries are a part of the curriculum.

The American League for Industrial Education is born to espouse this idea, and its teaching reaches men in every walk of life. It shows the relation of the teacher and his charge to the farmer, the dairyman, the organization of seed-growers,—in fact, to every other occupation.

Attend a farmers' convention, and you listen not only to subjects pertaining to soil cultivation, but to lectures on "The Boy, and How to Keep Him on the Farm."

The only way to keep boys on the farm is to educate them on the farm and for the farm. And this is now our duty; for it is from this class that men will come who will carry the gospel to the world. Every school should be an experiment station. Every child should have his hands in the soil. This should be part of his training. His education should make him a practical man, able to support himself, not in a profession which saps life from mankind, but from the one great independent industry which feeds all others—soil-cultivation.

And this is education. It is not a turning away from the basic subjects, but it is a practical application of the fundamental subjects. The idea is explained in the following paragraph from Miss Shaw's article in the November issue of the *World's Work*. She says:—

"I saw in the Agricultural College at LaFayette, Ind., a small model of a horse attached to a system of weights and pulleys that so governed the cart drawn that the student could tell at once whether a different placing of the load in the cart, or a

change in the adjustment of the horse's harness, lightened or increased the horse's burden. The problems worked were within the grasp of children, and mathematics was but part of the practical gain. Imagine the increase in the comfort of city streets if every driver or teamster had been taught 'figuring' by such a model!"

I might give quotations enough to fill the paper. They are to be found everywhere. When other teachers are advocating school gardens, rural sites for schools, and manual training, when the periodicals are advocating the same things, what are we doing to forward the cause?

The call for teachers trained to meet the present need, is one reason for the establishment of The Nashville Agricultural and Normal School. It begins its life none too soon; for henceforth missionary workers not only must be able to teach children to work, but they must be able to dignify work in every walk of life, and many of them must support themselves in Christian labor by work. M. BESSIE DEGRAW.

#### PLANNING FOR WORK

No teacher should begin a day's work without having a carefully-thought-out plan for each exercise on her program. All teachers of experience recognize the value of planning. It is a sign of good generalship. It makes for definiteness of effort and result. The careful teacher plans not only for regular work, but plans for emergencies; and the teacher who plans, has more available strength and time than the one who does not.

In our church schools, with from four to six grades of pupils, the greatest lack is time. "Planning makes one stroke do the work of two." Beginners, especially, should plan their work in detail. So many classes to be heard, and often so few conveniences to work with, may cause one to think, "Oh, well, I'll do the best I can when the time comes." Don't do it. Plan ahead of time just how you will meet the conditions; how little Johnny may be profitably employed if he gets his reading lesson too soon; how the new arithmetical process

can be illustrated so it will not have to be done over; or how, perhaps by a quiet warning, rebellion may be forestalled, and the otherwise inevitable punishment averted before it is too late.

Planning prevents haphazard, aimless work, and enables the teacher to secure from her pupils not only better work, but more of it. "Study to show thyself approved."

Laura C. Foster

## CEDAR LAKE INDUSTRIAL ACADEMY

### HISTORICAL

The purpose of the Cedar Lake Industrial Academy is essentially the same as that of similar institutions among Seventh-day Adventists. It aims to give such training to the head, heart, and hands of all who come within its walls, that they may be prepared to discharge efficiently the common, every day duties of life. Above all, its object is thoroughly to interest the student in things spiritual, and so to train him that the best energies of his life shall be devoted to the proclamation of the Third Angel's Message.

Believing that the time had come when such a school was needed, the people of the Michigan Conference, at their annual meeting in 1898, took steps to start an intermediate school. The result of that movement was the establishment of the Cedar Lake Industrial Academy at Cedar Lake, Montcalm County, Michigan. The school was opened for students in February, 1899, and has held regular sessions each year since. Several hundred students have taken more or less training within its doors; and while it, being an intermediate school, has had to deal with many of immature mind, an analysis of its work shows results that are far from discouraging. Quite a large number of its former students are now, or have been, engaged in some branch of the Lord's work. Those who have entered the higher schools of the denomination have, for the most part, acquitted themselves with credit, while those who have gone into worldly occupations have become more useful and honorable men and women for having been here.

### GUIDING PRINCIPLES

The fundamental principles upon which all the work of the school is based may be briefly stated as follows:—

1. Train the judgment so that it will be able to meet the demands made upon it. Success in any calling is largely a matter of judgment. The man who possesses the ability to observe accurately, and to draw correct conclusions from what he sees, will win where one less gifted in that direction meets only with failure. Whether the student possesses this happy faculty in much or little degree, it is the part of the school to assist him in developing it to its utmost capacity.

2. Develop and strengthen the intellectual powers to the end that a student may be able to grapple successfully with the problems which will confront him after leaving school. In this there is a marked difference in people. Some men can do what they are told to do; they can work according to fixed rules. So long as everything goes according to the prescribed program, they get along very well. But the moment anything goes wrong, they are completely at sea; they do not know what to do. But it is at this point that the man who has learned to think out problems for himself, by the aid of known rules so far as applicable, but without them when necessary, appears at his best. Then his real strength is made manifest. He is the rule; if there is no way, he will make one. The school that does not train the student to such independent, self-reliant thought, fails at one of its vital points.

3. Store the mind with such facts as experience has demonstrated to be the most essential to success in the ordinary walks of life. Facts are a necessary part of education. There is, however, a difference in facts. Some are useful; others are ornamental. Both are desirable in proper proportions. It is a serious mistake so to arrange the school course that the student must spend a considerable part of his time in the acquirement of facts that can never be of much practical value to him. The school should aid the student, so far as he

needs aid, in determining what his life-work shall be, and then help him to find and acquire such facts as the experience of those who have preceded him has proved most useful. Doubtless certain studies may be pursued with profit that have as their object the cultivation of the æsthetic part of the student's nature, but these should be limited in number, and always considered as a means to an end rather than the end itself.

4. Develop proportionately all the physical powers. In attempting to develop proportionately all the physical powers, the Cedar Lake Industrial Academy is in line with the fundamental idea of the Third Angel's Message. That message has as its objective point the restoration of the image of God in the souls, bodies, and minds of men. For many centuries there has been more or less neglect of the bodies of men and women. During the Dark Ages men attempted to train the soul by degrading the body. In modern times there has come a reaction against that sort of religion; but another error has sprung up in its place. Now the mind is considered the all-important part of the human being, and much of the effort in education is concentrated on its development. The physical powers are often left to dwarf from disuse. As a consequence, many students, who give great promise at the outset of their educational career, give way completely under the mental strain, and are often brought to an untimely grave. This extreme the Academy endeavors to avoid. The dignity of labor is taught by precept and example. Each student is expected to perform some useful manual labor every day.

5. Lead the student to a broad, practical, personal knowledge of God, and Jesus Christ whom he hath sent. That part of these "principles" which relates to the student's personal relationship to God, has purposely been placed at the end of the list. We believe it to be the most important, and desire that it shall be the last impression left on the reader's mind. Though it accomplish fully each and all of its other objects, if the school fail here, it has come short

of the most vital thing in its whole work. "A man without God is not God's idea of a man," and anything short of God's ideal is not worth striving for. Therefore the school stands first, last, and all the time, for character. It does not, however, urge personal religion upon any student to whom it is distasteful. Rather, it seeks by the inculcation of true gospel principles, as set forth in the Word of God and exemplified in the life of his Son, to win him to Christ.

S. M. BUTLER.

#### BETHEL INDUSTRIAL ACADEMY

Bethel Industrial Academy has just closed the three-term period of its sixth school year, and an opportunity is thus afforded to look over a few months of experience. This year will fix itself in the memory of many friends of the school because of two events. It has been our first to coincide with the agricultural season, and it is the year in which we have been called upon to part with a very energetic worker and principal, Professor Washburn. One marks a gain, the other a loss.

Our aim from the beginning of the term to the present time has been, "The gospel to the world in this generation." Our efforts have been chiefly along the lines of systematic Bible study, thorough work in the common branches, and "laboring together with the Lord" on the farm.

The results can not now be fully stated by men, but we are sure that God has noted every well directed effort; and he has allowed us to see some of the fruit. Many students love the Lord better than when they entered school, while several who did not know him at all, have chosen his service. The work in the common branches has been encouraging in every way, and the students are carrying away some good certificates of scholarship. The farm, which has been placed entirely in the hands of the teachers and students, has produced several hundred dollars' worth of fruit, vegetables, and legumes, including corn enough for the family use during the year, with hay, root crops, and part of the grain necessary to winter all our stock—a bountiful harvest.

The outlook is encouraging. The 176 students who have been with us during these three terms have all left us of their own free will, and, as far as we know, happy. They will send others back. The teachers are cheerful and energetic. The farm is growing in value. The prospects for pleasant lawns and flower gardens are good. And, above all, God's ideal for our educational institutions can and will be realized.

A. W. HALLOCK.

### THE SHERIDAN INDUSTRIAL SCHOOL

This is the fifth year of the Sheridan School. Elder Kauble had been closely connected with it from the very first, till he became president of Emmanuel Missionary College, in September. At the request of the School Board and the Northern Illinois Conference, I took up the work as principal and business manager here. Although I had formerly had sixteen years' experience teaching in public schools, I found much to learn when entering the work in a denominational school. I had also been engaged about the same number of years in the public ministry, and had had experience in farm life most of the time from childhood. But now I find use for all the good things learned in all these lines.

Our school is made up of young people ranging in age from twelve to twenty-four. They are full of life, with many plans, and much executive ability. What they need is good counsel and teachers to direct their energies. This properly done, success will follow.

The school has trained a few who are now helping to give the message. A number in attendance this year declare their intention to make the work of carrying the truth to the people the first object of life. The enrollment the first term reached sixty. We are hoping for several additions to our numbers at the beginning of the winter term.

We endeavor to develop our students on even lines, with the idea of making symmetrical men and women in body, mind, and character. Most prominence, perhaps, is given to character-building.

The industrial work at present is limited to farming, housework, and printing. On the farm we care for horses, cattle, and chickens, and raise the ordinary crops of grain, fruits, and vegetables. We have a shop in process of erection, where we shall take up blacksmithing, broom-making, and weaving. The farm work will continue much as in the past, with the addition of some specialty that will bring a better money income. If some one of experience can give us advice and practical instruction on this point, we shall very much appreciate it.

The greatest problem before us is, how to lead all our students to the Lord, and make them "fishers of men." We can not solve it alone. Therefore, we are looking for help to Him who has said: "Lo, I am with you always, even unto the end of the world."

JOHN W. COVERT.

### BOGGSTOWN MANUAL TRAINING ACADEMY

The Boggstown Manual Training Academy opened September 27, 1904, with fifty-one students in attendance. After the usual examination and classification, the young people settled down to business. All seem to realize that God has a work for them, and during the term the testimonies borne have rung with the true missionary spirit. Aside from the work given each day along missionary lines, each evening after the Sabbath was given to a discussion of missionary topics. Quite an interest in home work was created; and by a system of weekly collections, a fund was created for the purchase of tracts and periodicals with which to do home missionary work. The Lord blessed our services during Prayer Week. One hour each day was given to prayer and social service in connection with the readings; and at the close it was found that our offerings amounted to thirty-one dollars and fifty-five cents. We are praising God for his goodness and for his saving power. Several conversions took place during the term. May God bless our sister schools, and may we show ourselves "approved unto God, workmen that need not to be ashamed."

B. F. MACHLAN.

## WISCONSIN CHURCH SCHOOLS

It has been a task to find teachers for our church schools this year, but after quite an effort we have been able to start the following church and company schools in Wisconsin.

At Albany, a school is conducted by Miss Clara Pettit. This school is located in the country, and has some children of Seventh-day Adventists, and others who do not belong to families of our people. At Baraboo a school is taught by Miss Mae McChesney, in the basement of the church in the city. Fifteen students are in attendance. At Barron, a church school of thirteen scholars is taught by Miss Ella Keizer. At Herbert, Miss Eloise Williams has been given possession of a farm, and with it eight children whom the parents desire to have receive a Christian education and an industrial training; and she is conducting a school on this farm. This is a remarkable case, as the gentleman who turned over this farm and family of children for this school, was not a Sabbath-keeper, but desired to have his children taught the truth, and with the teaching, the industrial training. I think some of the neighbors are uniting with him to furnish students for the school.

At Bear Lake church, Miss Bertha Rathbun is teaching a church school. This church is located in the country. Twelve students attend. This school is just now closing until March, on account of small-pox. Miss Evelyn Towne has a school of eight at Cadott. This school is at present located in the city; but five acres of land have been donated to it, and the plan is to move onto this land as soon as a simple building can be provided. The school will then be six miles from its present location in the city.

Miss Rose Pringle is teaching a church school at Eagle River. This is the first school for this church. Good reports are given out concerning it.

At Fish Creek, Mrs. Clara Wheeler has charge of the church school. The church and school are located in the village. The church school at Green Bay is taught by Miss May Warren, in the church building in the city.

The Mill Creek church school is provided with a pleasant little building which was connected with their new church building when it was erected. The school is being taught by Miss Esther Modine. Miss Amanda Halverson is teaching a school for our church in Milwaukee. A commodious room for this purpose is fitted up in the Mission Building at 865 Fifth St. Mr. Harvey Shrock is conducting the school for the Milton Junction church. A school building was erected in the village by the church for the convenience of their school work.

Miss Jennie Snow is teaching a church school of thirty scholars or more at Moon. The church added an annex to the meeting house to accommodate their school, but some of the pupils have to be seated in the body of the church, because of the large number in attendance. Miss K. Vergie Johnson is teaching a school for the Monroe church. The church is in the city, and the school is in the church building. Mr. David Chapman, who has been put in charge of the school work for the Oneida church (Indians), is at present working to get a school building provided. The school is closed for the winter.

The church school at Poy Sippi is being taught by Miss Jennie Nelson. The friends of this place built a very comfortable annex to the church, to accommodate the school. The buildings are located in the outskirts of the village. Miss Ellen Fenton is teaching a church school at Raymond. The school is doing well.

Miss Eunice Crawford has charge of the school at Reeve. This church has provided room for the school in connection with the church building. Miss Hattie White is teaching a small school, near Spirit Falls.

Miss Bertha Phelps is teaching the church school at Sand Prairie. This school is in the country. The church house is used for the school. Miss Valla Bently is teaching a school for the church at Surgeon Bay. Thirteen have been enrolled. The church in the town of Waterloo, Cassville Postoffice, has erected a commodious building for the accommodation of the church school. The school is being taught by



Miss Anna Johnson. Miss Emma Brigham is just opening a school at the Oakland church. The friends have been calling for a teacher for several months to take up school work for this church, but could not get one until after Christmas. Brother W. P. McCrillis is teaching a family school at Stoughton.

Prof. Henry Howard and wife have been called to assist in the Industrial Academy at Boggstown, Ind. Miss Lottie Farrell has accepted a position in a Christian school at Marietta, Texas. Many other schools could be opened if we could get teachers to fill the calls which come to us. Pray to the Lord of the harvest, that he may send more laborers into this department of his vineyard.

WILLIAM COVERT.

### A SCHOOL FOR THE INDIANS

BY DAVID A. CHAPMAN

Much labor is required before any results can be seen among the Indians. When I came to the Oneida Indians, I did not know how to begin the school work; for the children could scarcely speak a word of English, and I could not understand a word of Oneida. I saw that they must be taught to speak the English language before I could teach them much of anything else. A little log house was given us to use as a school-house, and school began December 21, 1903.

The method which gave the best results was the object method. Pictures of objects were tacked upon the walls of the room, and used in teaching the children. They recognized an object, and when asked what it was, would often give the name in Oneida. After learning to call the English names of several objects, I would print the names on the blackboard, and often draw a picture of the objects before the names, so the children might understand more readily what objects the names represented. The Lord blessed us, and I felt his help each day.

Often we were very uncomfortable during the winter. Some days we could scarcely keep warm when we were close to the stove. But the Lord is helping us now to prepare for the coming winter. Ten acres of land

have been given by one of the Oneida brethren, and we expect to have a little industrial school for the Indians, and a warmer schoolroom ready when winter comes.

*Oneida, Wis.*

### HOW ONE TEACHER IS WORKING FOR HIS PATRONS

The teacher in a Christian school in an obscure town in the state of Michigan felt that his patrons needed to understand the principles of education, and that they would be greatly benefited by systematic study in the homes. He writes, "At a business meeting of the church yesterday, the members voted to take up the Correspondence Course in Bible in their regular Sunday evening meetings. Our meeting last night was a small one, but four signified their intention to join the class. In each case this includes the family. I think the plan will extend to nine or ten families. This is the beginning of our progressive work."

No doubt you will be interested to know of our school just started this fall in the sunny southland of southern Alabama.

Three families of us were led to this section last spring, and joining the two families already here, a church was organized, and aggressive work has been carried on during the summer months. Two persons have already accepted the truth and connected with our church; and others are interested.

Our Southern neighbors were very anxious that our school be located so as to accommodate their children, and this is just what we desired.

We opened our school October 10 with thirteen enrolled. Six others have come in since. Eleven are from the outside, and still others are only waiting until we have room to accommodate them. This we hope for soon, as our new school building is being raised today. The pupils are interested, and doing well in their class work.

Pray for the work and workers here in this destitute field.

MRS. E. G. BENNETT.

I OPENED a new school here in South Bend this fall, with a small attendance.

Our school is held in a private house, but we have a very good schoolroom. I helped to make the desks, and painted them, which makes the room look very much like a schoolroom.

I did not expect any salary, but knew I would have to be largely self-supporting. I receive two dollars a month from the parents, who are all poor people, and I go out and canvass for "Life Boats" and "Signs" to earn the rest. One of my older girls and myself go down town every Saturday night, and sell from thirty to forty "Life Boats" apiece.

The children have been making emery bags and holders, and selling them to buy wood and other necessities for the schoolroom.

BERTHA BARTHOLOMEW.

VINA SHERWOOD, who is teaching the church school at Bedford, Mich., says, "I have four rooms connected with the schoolroom. Six of my pupils, ranging in age from eight to fifteen years, live with me. We have a real manual training school, with a daily program to which we work. If it were not for this privilege, these children could not attend school." The teacher who thus lives with her school has advantages over the transient teacher. It is in such schools that the industrial work will receive due share of attention, and such an arrangement makes the school garden more profitable. Many teachers in Europe follow this plan, and the schools become a real factor in the neighborhood. Let others adopt this method.

PROF. H. A. WASHBURN writes, "Since returning here (Longmont, Colorado) from the Western Slope, where I spent over a month, I have felt a great deal better. I hope now to make some permanent improvement. I find my heart in the educational work, and so much wish that I could be engaged in it." Let us all pray that the Lord may soon return Brother Washburn to the work which he so much loves.

DURING the vacation one of the teachers, and about one-half of the students of Em-

manuel Missionary College, spent a portion of the time in the sale of "Christ's Object Lessons," "Story of Daniel," and other small books as helps. Although the time and weather were unfavorable, nearly all sold one or more books, and all had an excellent experience in meeting the people, which they very much appreciated.

WE want your suggestions as to how to make this journal more interesting and valuable. What is your greatest need?

SEND us the names of those who you think would be interested in any department of this paper.

EVERY teacher should see to it that his work tends to definite results. Before attempting to teach a subject, he should have a distinct plan in mind, and should know just what he desires to accomplish. He should not rest satisfied with the presentation of any subject until the student understands the principle involved, perceives its truth, and is able to state clearly what he has learned.—"Education." pages 233-4.

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They must, as the authors hope, "turn the final page with a feeling of admiration for the self-sacrifice, the heroism, and patriotism of their forefathers, and will hence strive the more to make their own lives deserve the emulation of their children and their children's children." Educational Publishing Co., 228 Wabash Avenue, Chicago.

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