

CALLS FOR WORKERS

"The schools will be found to be the way that God has chosen for the regeneration of the world".....*Horace Mann*



The Advocate of Christian Education

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"If I speak with the tongues of men and of angels, but have not love, I am become sounding brass, or a clanging cymbal. And if I have the gift of prophecy, and know all mysteries and all knowledge; and if I have all faith, so as to remove mountains, but have not love, I am nothing. And if I bestow all my goods to feed the poor, and if I give my body to be burned, but have not love, it profiteth me nothing. Love suffereth long, and is kind; love envieth not; love vaunteth not itself, is not puffed up, doth not behave itself unseemly, seeketh not its own, is not provoked, taketh not account of evil; rejoiceth not in unrighteousness, but rejoiceth with the truth; beareth all things, believeth all things, hopeth all

things, endureth all things. Love never faileth; but whether there be prophecies, they shall be done away; whether there be tongues, they shall cease; whether there be knowledge, it shall be done away. For we know in part, and we prophesy in part; but when that which is perfect is come, that which is in part shall be done away. When I was a child, I spake as a child, I felt as a child, I thought as a child; now that I am become a man, I have put away childish things. For now we see in a mirror, darkly; but then face to face; now I know in part; but then shall I know even as also I have been known. But now abideth faith, hope, love, these three; and the greatest of these is love."

THE ADVOCATE

of CHRISTIAN EDUCATION

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

Are Miracles Credible

What less than miracles from God can flow
Admit a God—that Mystery Supreme!
That Cause uncaused! All other wonders cease;
Nothing is marvelous for him to do;
Deny him—all is mystery besides. —Young.

Forgiveness

A red rose drooping to the ground
With delicate beauty flushed,
By a careless foot, at eventide,
Was trampled on and crushed.
Christ-like, the injured flower returned
No thorn-prick for the blow,
But gave instead a sweet perfume
To him who laid it low. —Selected.

WE, dearest, who in life's rough path
Walk laden heavily
Should ever face the light, so that,
Wherever we may be,

The heavy burden which we bear
Its shadows dim may cast
Not on our forward steps, but on
The portion we have passed.

—The American Mother.

WHAT the teacher is, not what he utters and inculcates, is the important thing. The life he lives, and whatever reveals that life to his pupils; his unconscious behavior, even; above all, what in his inmost soul he hopes, believes, and loves, have far deeper and more potent influence than mere lessons can ever have.—Spalding.

THE child untrained to godliness is trained to ungodliness. Teach him of his own sinfulness; point him for its pardon to the great Redeemer, and impress upon him the importance of living for God's glory here, and for his enjoyment hereafter. The parent who can neglect these teachings, or who fails to mingle with them the frequent and fervent prayers of an honest heart, and to enforce them by the power of a holy life, is recreant in his very noblest duty.—John M. Lowrie, D. D.

LET the teacher who cannot draw exhaustless energies from a contemplation of the nature of his calling; let the teacher whose heart is not exhilarated as he looks around upon the groups of children committed to his care; let the teacher who can ever consciously speak of the "tedium of school-keeping" or the "irksome task of instruction," either renovate his spirit, or abandon his occupation. The repining teacher may be useful in some other sphere; he may be fit to work upon the perishable materials of wood or iron or stone; but he is unfit to work upon the imperishable mind.—Horace Mann.

How and Where Christian Teachers May Work

BY M. BESSIE DE GRAW

Some young people still hesitate to prepare themselves for missionary work, fearing that there will be no place for them. I can remember the time when there was reason for harboring such thoughts, but that time is now past. Once the opportunities for work were few; now they far exceed the present ability to meet them.

The South pleads earnestly for workers. The article on this page, by Miss Amy Welsh, reveals wonderful opportunities. India calls for teachers; South America calls to us for men and women to educate her children. From the four quarters of the globe eyes are turned to the company of Christian teachers, and the call is heard, "Come over and help us."

How long can you who read these words withstand the invitation to join the ranks as a worker?

Workers for India

L. J. Burgess, writing from Calcutta, says: "We have a large and fruitful field in India, one of special interest to students. So far as worldly knowledge is concerned, I presume there are no better students in the world than the native Bengali men. Those who hold the title of B. A. are very common. As missionaries in this field, we need young men who have learned to use their hands in common work. Industrial schools should be established, where the people can be taught to till the soil, and to do other useful things in a scientific way. I understand that this is the class of gospel workers that are being trained in Emmanuel Missionary College. Such persons need have no fear to come to this field, for they will find plenty to do. Canvassers and colporters are always needed.

Missionary Teachers for the South

BY AMY W. WELSH

My interest in your good cause leads to a desire to express it through your columns, in the hope of encouraging some of our young people, and others also who can, to take up the educational work in the South. I see the very great need of missionary school teachers here, and feel so deeply over it that, though I have been out of the schoolroom for nineteen years. I was strongly tempted this fall to take up school work instead of the Bible work. The greatest need of the South is *Christian education*, and an army of earnest, consecrated Chris-

tian school teachers would be the greatest blessing that could come to it. I spent the summer in North Carolina, which, according to a recent statement of its governor at an educational convention, is the most illiterate state in the United States, and I saw and heard enough for myself to believe every word of the quotation I send with this. The larger towns and cities are well supplied with schools, both state and denominational; but it is in the country that the pitiable need exists.

I called one day upon a poor widow, two miles from the little town where I was staying, and which, by the way, has no church nor school privileges whatever, except those furnished by the Seventh-day Adventists. I inquired as to the educational advantages for her children, and learned that only a six weeks' term was held last year in her district, which is only half the time provided for by law.

An old woman and her two grandchildren who lived with her, called one day to ask for old clothes, which were sent from the North for distribution to the needy. She could read a very little, had never used snuff, and had never begged before; but her drunken husband had become so blind and helpless that he could scarcely even "stake out the cow" any longer, and she was compelled to ask for aid. He could not read at all.

The bright looking twelve-year old boy only knew his letters; and the eight-year-old girl had never been to school. I gave them some *Little Friends*, and a picture-book I had rescued from the rubbish-pile and sewed together; and as they gathered at the old lady's knee to look at it, and hear and enjoy, all three equally interested, I could scarcely keep from weeping to think of the barrenness of such lives. Very many, through ignorance and intemperance, are incapable of grasping any but the very simplest presentation of the gospel truth that Christ died for our sins; and then they cannot read it in the blessed Book for themselves.

The missionary school teacher in the rural districts would be the most effectual

worker to prepare the way for the truths of the third angel's message.

The secretary of the Southern Board of Education, who is also an Episcopalian minister, recently preached in Nashville on "The Relation of the Church to Social Problems." After dwelling at some length on the evil effects of child labor in the great cotton mills in the South, he spoke as follows on the need of education:—

"Time permits of brief treatment of but two of our Southern problems, and I want to speak of education, not higher education, for in this culture higher planes have not been reached than in the South, but of rudimentary, essential education. The illiteracy of the adult whites in the South has not been materially reduced in the last fifty years. The proportion of those who can write their names has not increased since the civil war. In Louisiana and North Carolina, about twenty per cent. cannot read and write. In the other states the per cent. runs between this and sixteen. And what are the tests of the census? If you can write your name you are accounted educated. I told these facts to my people in Montgomery; and they were incredulous. The civic, the town life of the South, has been out of touch with the struggles of the rural population. We have lacked a realization of their true conditions, and have not had sympathy with their backwardness. In three states, North Carolina, South Carolina, and Alabama, a school term of less than ninety days has been provided. No wonder, with so little time to learn, and so much time to forget, that the poorer classes have lagged woefully. They deserve the disdain, the scorn of no man, but the sympathy and assistance of all."

Education in South Africa

BY MRS. EVA MILLER HANKINS

People who have never visited South Africa, have strange and sometimes very erroneous ideas of that country. They seem to think everybody is black, the weather always hot, and the buildings mostly huts, or of very inferior architecture

at best. Education, too, they judge, must be far behind that of other countries. These conclusions, however, are not wholly correct.

In Cape Colony and Natal, where the government is English, the population is largely English; and when in Cape Town, one can easily imagine himself in a suburb of London, so far as imposing public buildings, fine shops, stylish turnouts, and fashionable costumes are concerned.

In the rural districts, the Dutch are in the majority. Besides these and the English are found Germans, Norwegians, Hollanders, the French, Americans, and representatives of nearly every nationality.

As a background, against which these white races stand out conspicuously, are the many black tribes of Africa, and the brown races of Asia.—the Indians and the Malays. With these are the mixed classes of "every gradation of color, feature, and physique." Indeed, South Africa takes the lead among the countries of the world in having a heterogeneous population.

Because of these social conditions, education in South Africa is a matter of great concern. The government recognizes this, and is doing much to promote the welfare of its subjects in this respect.

There are four classes of schools,—government, denominational, mission, and private schools. None of these are free, only in exceptional cases. The first are supported wholly by the government, and the others may receive aid from the same source. However, all schools accepting grants from the government, must come under its regulations respecting courses of study and examinations. A person appointed by the government conducts examinations in all such schools.

The courses of study are prescribed by the University of the Cape of Good Hope. This university exists only in name. It consists of a council, which has charge of government institutions, giving examinations and conferring degrees.

The government is willing to aid any school, but forces itself upon none. In some cases where private or denominational

institutions have solicited and received donations from abroad, the government has duplicated them. It still further recognizes education by giving reduced rates on the railroads to both students and teachers.

Education is offered to all, even the blind and the dumb receiving their share of attention. In the training of the latter the most advanced methods are used, conversation being carried on without sign or pencil.

As a rule, boys and girls are educated separately, and the colored children are not admitted into the schools of the white people.

Africa is called the Dark Continent, and so it is as a whole; but the Source of light and all wisdom is as near Africa as America, and so in that far away land, may be found educational plans and methods as practical and advanced as any to be found in the most progressive schools of our country. Indeed, before Seventh-day Adventists saw the importance of industrial education, pupils in Africa were being taught knitting, sewing, basket-weaving, grafting, agriculture, and many of the trades.

Even the principles of Christian education are practised in many institutions, especially in the mission schools. The teachers are generally Christian missionaries; and when their object has been to uplift and Christianize the youth, light has been given them.

We sometimes talk as though we were the only ones having an understanding of these principles; but often when a *new* plan or principle has been given us, I have been reminded of having found the same in South Africa, when making a visiting tour among the schools, in 1895; and I think we could still better our work by patterning after other methods in use there.

It is a great privilege and blessing for teachers to be so situated that they can attend institutes and summer schools, or in some way receive instruction and new ideas from those of greater experience; but how encouraging it is to know that they may individually receive these *same* ideas direct from the Great Teacher. And so none need

go stumbling along, incapable and discouraged. If any of you [teachers] lack wisdom, let him ask of God; . . . and it shall be given him."

It cannot be said that all schools in South Africa are of the character described. Many, especially among the smaller ones, are inferior in methods, and poorly equipped. Those controlled by the government are much like worldly institutions everywhere, only not as good, it seems to me, as those in this country.

Our public school system is acknowledged to be superior to that of any other. In English schools, much time is given to games, athletic sports, feasting, and other engagements not conducive to thorough mental work. They have very little industrial work, and that, perhaps, is of small practical value.

These schools do not welcome visitors very freely. The masters show one about the premises willingly, but when asked for admittance to class recitations, they frequently object, saying that pupils become confused before strangers. We asked one professor, with cap and gown, for the privilege of attending his class, and he replied rather gruffly that we might do so if we had "any curiosity." Another seated us in a vacant room, and conducted his Latin class of young boys in an adjoining room, leaving the door open between, so that we might hear and not be seen.

School buildings in South Africa are not easily distinguished, by an exterior view, from other buildings; such as, dwelling houses or shops. The interior is often gloomy and scantily furnished, the seats, perhaps, being without backs.

NOTE.—This article describes conditions as they were in '95. Some changes, unknown to the writer, may have been made since that time.

Education in Brazil

BY JOHN LIPKE

The fact, that only fourteen per cent of the population are able to read, gives some idea of the education of Brazil. The cities and towns have colleges and schools, but

the rural districts are sadly neglected. Very few of the country people are able to read, and they show very little desire to learn. The Catholic church has some very good schools in which the children of well-to-do people are educated. Church schools have also been started by missionaries of different denominations.

The Presbyterians, who started their work in 1859, had in 1901 over ninety churches, with about seven thousand members, one seminary, one college, five mission schools, and a number of primary schools.

The Methodist Episcopal church, South, began to work in 1896, and had, up to 1901, a publishing house, a seminary, five colleges, and a goodly number of day schools.

The Baptist denomination had, up to 1901, thirty-six churches, with almost two thousand members, and some schools.

As we speak of our schools, we make especial reference to those established in the state of Santa Catharina. When we look over our past experiences in starting and conducting such schools, we praise the Lord for what he has done for us.

The greatest work that can be done in foreign fields is to reach the children. To establish schools is the proper plan to follow in mission work. What schools can accomplish, we learn from the history of the evangelization of Geneva during the Reformation.

Today a mighty work can be done by schools established in foreign countries.

The immorality existing in this country is a great hindrance to education. The striving for an education, as seen in the United States, is seldom found here. Nevertheless, the gospel is the power of God to these people, just as well as anywhere else. Young people, and even children, are seeking to satisfy their passions, but not to become good workers in any line. We are reminded of Sodom in the days of Lot. As character is little esteemed in this country, we must constantly keep before the teachers the importance of building a good character, and help them to build.

We must cultivate purity of thought. It is sad, but true, that there is scarcely

one in a thousand young people who is not addicted to secret vice. So we have to fight against this, not with force, but with minute instructions, showing its sinfulness and the relation of their bodies to their Creator. Sabbath afternoons instructions has been given on this subject and in regard to the marriage relation. We take the young men and the young ladies, in separate companies, out into God's temple of nature. It is a joy to work for these dear young people, and to see the wonderful changes that the Lord works in them. We know that the blessing of God rests upon a school family in which the teacher, like a father, comes in close touch with the students. After the students have accepted right principles, we can trust them with church schools.

There is great need for good teachers in this state. We have before stated that our schools are German. Many Germans not of our faith arrange for teachers from Germany. But many of these become drunkards, and are of little use, though they have received a good education in Germany. Some people not of our faith desire to get teachers from our schools, but we cannot provide any, as we need them first in our churches.

We need help that we may open schools wherever we have a company or church.

Christian schools are destined to do a great work in these last days. That they are a power for good has been demonstrated in Brazil.

With the Lord's help we shall push the school work among Germans and Portuguese in Brazil. How I wish we could get text-books suitable for Christian schools in the German language.

Brusque.

H. CLAY TRUMBULL says, "Every home should be an institution for the treatment of imperfectly formed children. Every father and mother should be a skilled physician in charge of such an institution. There are glorious possibilities in this direction; there are weighty responsibilities also.

EDUCATIONAL WORLD

Tolstoy Says Education is Life

The following, from the pen of Count Leo Tolstoy, was translated from a Russian periodical for the *Literary Digest*.—

"Modern education is really the science of how, living badly, one might have good influence on children, exactly as medicine is a science teaching how to be well in spite of a mode of living contrary to nature and the laws of health. Both are cunning and empty sciences, which fail of their respective aims.

"Education appears a complex and difficult matter only so long as we try, while neglecting to improve our own natures, to educate and build up the natures of others. Once we realize that we can educate others only through educating ourselves, the great difficulties vanish, and the question becomes simple. Education is life. To know how to live is to know how to educate.

"There are two fundamental truths to be set down as rules for education: Live properly, and continue to perfect yourself; and hide nothing from the children. It is better that children should know the weak side of their parents than that they should feel that their parents have two lives—one an open life, the other a secret one. The trouble is that parents, without making any attempt at correcting their own shortcomings, try to prevent similar faults in their offspring. Hence a struggle. Children are more penetrating than adults, and they see and realize the faults of their parents, especially the greatest fault of all, hypocrisy, and consequently lose respect for them and interest in their moral precepts.

"Truth, therefore, is the first, the main condition of effectual moral education. Hence, in order to be able to tell the truth, parents must make their own life respectable and good, or at least less objectionable than it now is.

"Parents who lead an immoral life, an intemperate life, a selfish one, nevertheless demand of their children moderation, temperance, industry, respect for the rights of

others. But the language of practise, example, is heard and felt by the big and little, by strangers and by neighbors.

"Be honest and truthful; conceal nothing from children, and live so as to have no reason for concealing anything—this is the essence of education."

Education for Street Boys

Two waifs of the street, ragged, dirty, forlorn, were talking earnestly on the stairway leading to the second floor of the building at 262 South State street. One of them, and he was the cleaner, said:—

"Come on upstairs, kid. Dis is de boys' club, where dey makes you wash your face."

He had reference to a boys' club of Chicago. During the past year the club enrollment was one thousand. The first impression made upon the street boy is that he must be clean. Ample provision is made for this. Mrs. VanHise, of the Chicago Art Institute, gives the boys instruction in drawing. There is a reading room, which is extensively patronized. Boys who are unable to read listen eagerly to the stories read by volunteer workers. There is also a gymnasium, and "another important feature," says the *Chicago Tribune*, "is a section devoted to half a dozen shower baths, donated by Dr. J. H. Kellogg, of Battle Creek, Mich. In connection with these showers, Superintendent Atkinson tells a story.

"There was a boy, fourteen years old, a new member. He was unwashed, unkempt, and ragged.

"When did you last take a bath?" inquired the superintendent.

"Why, dis is de first time I was ever washed all over, boss," was the reply.

"Habits of thrift are encouraged at the club, which maintains a branch station of the Penny Savings Society. The savings generally are put to good use, such as the purchase of clothes."

The Salvation Army claims an attendance of 10,000 pupils in their schools in India.

The Spiritual is Lacking in Education

The Literary Digest (December 27) gives President Harper, of Chicago University, credit for the following:—

"It has become increasingly clear that the instruction of the young in religion and morality, which is given in Sunday school, the home, and by other means, is inadequate to the present need, and is not wholly in accord with the best present knowledge. The gradual retirement of the Bible from the common schools has decreased the amount of religious and moral instruction which the children receive. The Sunday school, while in general it has progressed in its ideal, its methods, and its efficiency, is in essential respects failing to do its full duty; many schools and individual leaders are continuing imperfect methods of instruction, are remaining indifferent to the new educational principles and ideals, are treating religion as an isolated and optional element in individual development, and are closing their eyes to increasing knowledge. . . .

"For the past twenty-five years there has been a growing recognition of the unsatisfactoriness of the existing conditions, and much thought and effort have been expended by individuals and organizations upon the improvement of religious and moral education. The time has come for a united effort to clarify, develop, and promulgate the great ideas so worked out, and to combine the labors of those who are seeking to promote a higher idea of substance and method in religious and moral instruction."

Education in the Philippines

The superintendent's report of what was done in his department during the year ending October 1, 1902, reads as follows:—

"A deputy division superintendent has been appointed for each province. Including the division superintendents and deputies, nine hundred and twenty-six American teachers (the maximum number at any one time) have been engaged in school

work, and thus instruction in the English language has been provided for in about one thousand eight hundred and thirty-eight schools, in which, it is estimated, over two hundred thousand children are enrolled. Four hundred night schools for adults and those unable to attend during the day have been opened. [The enrollment has been from fifteen to twenty thousand]. . . . Salaries of Filipino teachers have been increased; and a definite announcement has been made to them that the American teachers are here not to displace them, but to prepare them to take charge of their own schools. The Filipino teachers have received daily instruction in English, and, in addition to this, when they have progressed sufficiently with the language itself, have been taught the common branches and the methods of teaching these. Vacation normal courses have been conducted in the various school divisions, to train the native teachers. Courses in normal instruction are now provided in the provincial high schools."

For the Improvement of Religious Education

Some of the leading educators of the country, including President Woodrow Wilson of Princeton, President William Harper of Chicago University, President Charles Cuthbert Hall, and others, have formed an organization for the improvement of religious education. They sense the need of spiritual training in the education of children and youth. The work to be done by the organization is summarized as an endeavor to define the true relation of religious and moral instruction to other branches of instruction, such as history, science, and literature,—the part which religion should perform in the development of the individual and of society.

"To indicate the proper place of the Bible in religious and moral instruction, and to set forth the general and specific methods of using the Bible for this purpose.

"To indicate how this new, higher ideal can be worked out in the churches, the Sunday school, the day school, and the home;

also in young people's societies, young men's and young women's Christian associations, clubs for the Bible study, societies for general culture, and the like.

"To create for the Bible school a graded curriculum. To accomplish the adequate training of teachers to give religious and moral instruction."

This is but one of the many indications that educators are searching for truth.

Christian schools should be living witnesses of the truth. To them we should be able to point men who feel that there is a lack in the popular system.

Practical Education for Women

An exchange says: "Our girls should be so trained that they can meet both the storms and sunshine of life. There is no better remedy for foolish or idle thoughts than sound and deep study of the practical side of life. Most of the discontent existing among our girls is due to want of healthy occupation. Painting, music, riding, and singing are excellent studies; but these might be taken as a recreation. A girl whose hunger for knowledge is appeased by these light foods becomes affected, lackadaisical, and helpless, and as soon as her first great difficulty presents itself, she becomes despondent; her latent energies, never being called forth, refuse to work. On the other hand, one who has battled occasionally with the practical realities in her studies, will overcome her trials, surmount her difficulties, and will regard them as stepping-stones to a higher, better, and purer life."

THE greatest word in American life today is education. The public school system of the country, with twenty-five million pupils, is only one of the great popular educational forces. The twelve million members of the various Sunday schools throughout the country cannot be disregarded. Neither department of education can look with indifference upon the aim, methods, and achievements of the other.—*Chicago Tribune.*

THE *Tribune* (Chicago) is authority for the following:—

"To show just how the schools of the United States that are free rank with the private schools of all classes, it may be shown that in 1900 the attendance in the schools of the country numbered 27,223,270, of which only 1,503,927 were in private schools. To show how this public school attendance has increased throughout the United States, \$197,281,603 was spent on these schools in 1900, an increase of more than \$60,000,000 in ten years in the cost of the institution."

CO-EDUCATION, which is now a point of dispute in a number of our larger schools, is admitted in Northwestern University. Women are admitted to the university practically upon the same basis as are men, save in the medical school. In the woman's medical school these advantages are secured to female students under the deanship of Dr. Eliza Hannah Root.

MR. ROLLO OGDEN, writing for the *Century Magazine* on "The Literary Loss of the Bible," says with truth that the English Bible cannot be restored to its old place as a nursery of thought and style by making it a part of literary discipline. "Latin and college studies cannot give what must be drawn in almost with mother's milk."

"OVER one-fourth of our entire population," writes Mrs. Ida Husted Harper in the *North American Review*, "is composed of children of school age. There is not a large city in the United States which has sufficient accommodations to give a full day's tuition to all those who wish it."

HALL CAINE, the Manx legislator who recently visited America, was deeply interested in the free library movement in the United States, and was instrumental, while here, in inducing Andrew Carnegie to establish libraries throughout the Isle of Man.

and ninety-eight teachers employed in the county. There are a few who are not teaching this winter who ought to be reached as well as others. Private schools and college teachers and professors have not been included in the above numbers. Cannot more churches or individuals of the state undertake the responsibility of working other counties of the state, until every teacher, professor, county superintendent, and educational man or woman has been reached with at least one copy of the *MARCH ADVOCATE*? I note with satisfaction the progress made in scattering other literature, and in the *MARCH ADVOCATE* I see an opportunity for those who cannot canvass or work in the more common or regularly established lines, to assist in placing present truth in the hands of thousands. This gospel of the kingdom must be preached in all the world for a witness unto all nations before the end comes."

The May Advocate

"The present time is recognized to be a time of unparalleled opportunity for the work of evangelizing the heathen nations of the world." So says one who has every reason to know. The statement appeals keenly to those who are in a position to hear the frequent calls for Christian teachers.

The current issue of the *ADVOCATE* contains a number of articles which, to the thoughtful young Christian, will reveal the fact that there are hundreds of openings where there is but one consecrated person to do the work. If the reading of these articles leads some to answer the divine call and give themselves to the work, the writers will feel repaid.

The May issue of the *ADVOCATE* will deal largely with another phase of this question: *What Do Our Teachers Lack?* and, *How Can They Become More Efficient?* If when you read these lines you know of young people who should have their minds directed to the needs of the cause, will you not see that a copy of the *MAY ADVOCATE* is placed in their hands?

Modern Education

"We sympathize heartily," says the *Washington Post*, with the disgust excited in one of our contemporaries by a typical case in modern education which has recently become public. A girl of fourteen is carrying on as many studies as she has years to her credit, and her marks, on a scale of one hundred, show her perfect in grammar, ninety-nine in physiology, ninety-eight in civics and algebra, ninety-seven in physics, and ninety-six in literature. Yet in a recent letter she writes: 'There has been two boats ashore. Papa took sister and I with him.'

"Could anything speak louder for the parrot character of the teaching which has placed her in the one hundred per cent rank? 'Two boats has been'—'Papa took sister and I.' In school the poor child is perfect because she can answer the routine questions of her teacher, but no sooner is she called to apply to her ordinary uses any of the knowledge with which she is crammed, than she violates, as often as the brevity of her sentences will permit, all rules she has learned to recite with such glibness at her desk."

Why is it that in the face of innumerable examples of the evils of the cramming system, there are parents who still demand that their children be given in the Christian school all the studies which a child of the same age endeavors to carry, but too often breaks down under, in the public schools? When will we learn that one of the fundamental principles of Christian education is simplicity linked with thoroughness?

"AND I, if I be lifted up, will draw all men unto me," said the Great Teacher. And the [Christian] school, if it be lifted up, will draw all the young life of the community to it. And when the young life is touched, the school arouses the parents, and they reinforce the work of the schools."
—*J. K. Stableton.*

THERE are souls in this world that have the gift of finding joy everywhere.—*Faber.*

THE SABBATH SCHOOL

Superintending

BY MRS. L. FLORA PLUMMER

Many superintendents seem more clearly to realize their formal responsibilities than they do the real work of directing the school. The smallest part of the work is to open the school, announce the hymns, call upon some one to pray, arrange for the reviews, and the proper seating of classes. This is the formal, visible work which we see the superintendent do. In too many schools it is about all that is ever attempted by the superintendent.

The word "superintendent" means one who has the oversight and charge of something, with the power of directing. There is something more for the highest officer in a local school to do than the formal opening, conducting, and closing of each session. He is responsible for the plans and methods by which the school is operated. It is his duty to keep his school in step with the advancing army of God's workers. There is now no excuse, if there ever was, for the existence of a mechanical, formal, purposeless Sabbath school.

The superintendent should exert every possible effort to make of his school a wide-awake, up-to-date missionary school. We have been told that "the Sabbath school should be one of the greatest instrumentalities, and the most effectual, in bringing souls to Christ." Certainly, then, the superintendent of each school should be constantly studying and planning to make of his school just what the Spirit of the Lord has said it should be. He should be quick to act upon suggestions from the state Sabbath school secretary, and other workers of experience, and vigorous and energetic in carrying out suggested plans. He should endeavor to arouse each associate officer and each teacher to do the best work of which they are capable. He may well feel himself responsible for a continued failure on the part of any helper, if he has made no effort to change that failure into success.

He should always remember that criti-

cisms wound, but helpful suggestions encourage. An item for the secretary's report, a remedy for a teacher's difficulty, a little missionary labor with indifferent parents, an effort to extend the influence of the school to those not now reached by it, a word of encouragement to youth and children, will have a powerful influence upon the school as a whole. Under such supervision our schools will reach a higher ideal than they yet have attained.

Interesting Teachers' Meetings

BY M. BESSIE DE GRAW

A letter addressed to the *ADVOCATE* recently fell into my hands. In it the question was asked, "What suggestions would you offer for increasing the interest in our teachers' meetings?" The question is a pertinent one, and it shows that there is a desire, at least on the part of some, to strengthen the Sabbath school.

The most telling stroke in this direction can undoubtedly be given in the teachers' meetings. What answer did I give the writer? I told her that Sabbath school teachers should be as familiar with the principles of Christian education as is the teacher in the day school. Very often our Sabbath school teachers are not real teachers. In selecting persons to take charge of classes, the question of teaching ability is sometimes almost entirely overlooked. Select first those who have some ability to teach, and who are ambitious to improve their methods. Lawyers, doctors—in fact, men of almost any profession—are obliged to study, and to study constantly, in order to keep up with the times. The teacher who is progressive, whether he be a teacher in the Sabbath school or in the day school, must be a student. If the Sabbath school is to be an educational factor in the lives of the children, then the Sabbath school teacher must be a teacher indeed. He must understand the laws of growth in the child's mind, and should be able to work in harmony with those laws.

It was because Mary, the mother of Jesus, and Jochebed, the mother of Moses,

had learned these lessons, that they were successful teachers of their children.

Young men and women do not know these things intuitively. They must be learned by careful study. The teachers' meetings, instead of being confined to a mere study of the lesson as given in the pamphlet, should, in order to accomplish the most good, be a study of principles. The subject of methods should also be studied.

Educators of the world have made a very careful study in order to ascertain the best methods of presenting subjects. Christian teachers should make just as careful a study of these subjects in order to know how best to present the Word of God.

Methods must vary in different classes. Those who are teaching the little ones should adapt the methods to a child's mind; those who are teaching the youth should be able to present the truth in a way most attractive to the vigorous minds of those in their classes. These principles should be introduced into every Sabbath school.

I further told the questioner that every Sabbath school teachers' meeting should make use of the *ADVOCATE*. Not only are the articles in the Sabbath School Department for Sabbath school teachers, but every article in the journal is just as applicable to the Sabbath school work as to the day school.

A number of our teachers in different parts of the country have introduced the practice of making articles in the *ADVOCATE* the basis of study. One or more of our educational superintendents have written me that they have prepared a set of questions on articles in the *ADVOCATE*, and have sent these to the Sabbath school secretaries in order to encourage study.

The history of Christian education entitled, "Living Fountains or Broken Cisterns," contains matter which should be familiar to every Sabbath school teacher. This book has been made the basis of a series of lessons for parents and Sabbath school teachers in a number of places, and it is found that when this book and sub-

jects presented in the *ADVOCATE* are studied, it inspires in the teachers a stronger desire to become efficient. It quickens faculties that otherwise lie dormant.

I believe it is possible for our Sabbath schools to become so truly educational that parents who are not members of our church will be glad to send their children to the Sabbath school because of the thorough instruction given in Bible topics.

Is this expecting too much?

A Telling Example for Home Schools

BY AMOS E. EVERETT

I know that many of the readers of the *ADVOCATE* are interested in the Home Department work of our Sabbath schools. And for the benefit of those who may have doubts as to the successful work of this department, as well as to cheer those who already are hard at work along this line, I quote a portion of a letter received from an isolated sister who has never even met any of our people, except our little company of three canvassers when we canvassed in her district last spring. However, she at once gladly accepted the truth, and it is apparent from her letter that she is growing in knowledge very rapidly. There are many other souls in this dark field who would be equally glad to receive the blessed light if some one would only feel the burden of coming here to spread it. Many of the millions in the Southern states have never heard of the third angel's message, but God has his little lights stationed here and there. The letter reads:—

"I am happy in God's service, and the interest here is still growing. I have my Sabbath school almost organized, and the people are in sympathy with the work. We shall commence keeping a regular record next Sabbath. My classes will be intermediate, primary, and kindergarten. I think we shall be able to buy our literature. I can use the *Youth's Instructor* for the intermediate, and *Little Friend* for the primary classes. Can you suggest something for our kindergarten class?

"What am I going to do about teachers?

[There are least twenty-five pupils in the different classes. The reason for not organizing earlier was a lack of teachers.] I have two girl friends who are deeply interested in the truth, but I feel my inability to make it plain to them, and they have not yet accepted the Sabbath. Shall I urge them to help me in the Sabbath school work?

"I have two small schools, one in our own home, and one in East S— among the Catholics. One little lady, Mrs. G., invited me to hold the Sabbath school in her house, and our attendance there is about twenty. These people are reading. I use all the literature that is sent to my address, and I could use more.

"We are now selling *Good Health, Sentinel*, and 'Golden Grain Series,' and have ordered the *Life Boat*. I think I shall try also to sell the *ADVOCATE*. I have sold nearly all the Bibles, and have turned over the money to the Lord's treasury, and have given out several dollars' worth of literature. I am thinking of spending some of the money from sale of Bibles to support our Sabbath school until we are strong enough to support it from our weekly collections. Our contributions were fifteen cents last Sabbath."

If many more would go to work in the blessed labor of bringing souls to Christ, if thousands of others would put energy and faith into this work of the Home Department, as this sister has, with her glad voice, what a mighty, triumphant shout of victory would go up to God. Let us, too, remember the soul-inspiring words, "Must Jesus bear the cross alone?" and, with the mighty power of God, let us put our shoulders to the heavy burden,—a burden that becomes light by faith,—and we shall surely see the salvation of God.

THE masses of the people must be taught to use their reason, to seek the truth and to love justice and mercy. There is no safety for democratic society in truth held or justice loved by the few; the millions must mean to do justly, love mercy and walk humbly with their God.—*President Eliot of Harvard University.*

THE LESSON

Intermediate Department

Lesson V. May 2, 1903

The People Numbered; Israel Leave Sinai. Num. 1:44-54; 9:1-5; 10:33-36; 11

Naturally, the first thought that suggests itself in this lesson is the neatness and order which God required. Even the details of the arrangement of the camp were ordered. No teacher will fail to impress upon the minds of his pupils the lessons which may be drawn from this experience.

But in connection with the numbering of the people a precious lesson may be drawn, showing God's faithfulness to his promises. If possible, let the children calculate for themselves the number of Israel encamped, by giving them the number in each tribe, found in verses 20-43. The teacher could have these jotted down, giving the name of the tribe and the number, then have the children add them, getting the sum 603,550. After they have done this, let them turn to Gen. 46:27, and read with this verse 3, and Gen. 15:5. About two hundred and fifteen years had passed since they had gone into Egypt, and during a part of that time they had endured great hardship. But God's promises cannot fail. Even the wrath of man shall be made to praise him.

Another lesson may be drawn from the fact that God had led Israel thus far, and only at his direction did they break camp and resume their journey. Only three days' journey away from this place where God had so signally revealed himself to them, the people began to complain. They had engaged in this before, but God had borne with them. Now, after all that had been done for them at Sinai, and all that they have promised to do, Jehovah sends a fire into the camp, and a number are destroyed. One lesson from this is the fact that God holds us responsible for the light he has given. This lesson may be impressed upon the minds of the children. The essential thing in all our teaching is to lead our pupils to see Christ.

Lesson VI. May 9, 1903

The Quails Sent. Miriam and Aaron Murmur Against Moses. Num. 11:4-35; 12.

This lesson is weighted with practical truths that can be brought within the understanding of the children.

1. The people murmured. They were dissatisfied with that which God had provided for them to eat, and this we are told was the "corn of heaven," for "man did eat angel's food." This very lesson must be learned by each child. On the point of appetite Satan caused our first parents to fall, and all through the ages he has tempted along this line. Cite the many Bible instances where man did not yield to this temptation,—Daniel and his brethren in Babylon, John the Baptist, and even Jesus, who has gained the victory for us. This same instance will suggest obedience without questioning to the commands of God's Word, to parents, etc.

The punishment leads us to notice that, although God permit us to have our own way sometimes, he sends also the consequences, to teach us the lesson that we might have learned by heeding his Word.

A lesson may be drawn from the experience of Miriam and Aaron, who spoke lightly of one whom God had chosen, and thus manifested their own envious disposition. Moses did not turn from them, but earnestly plead with the Lord for them when the judgments of God were poured out upon Miriam. Read "Patriarchs and Prophets," pp. 378-386.

Envy was the cause of sin in the beginning. It is dangerous in its influence. Only the Spirit of God can eradicate it from our hearts.

Lesson VII. May 16, 1903

The Twelve Spies. Num. 13:17-33; 14:1-10, 28-45

In connection with the lesson Scripture, study carefully Deut. 1:20-22. From this it is evident that the sending of the spies was the outcome of distrust and doubt of God's promise to give them the land, to go before them and show them the way, and to cast out the inhabitants. He had told them that the land was "flowing with milk and honey," yet they sent to see whether it was good or bad, etc. That this doubting spirit was in the hearts of the spies before they started on their journey, is evident from the result. They had lost sight of the promise of God, and as that was the only thing that could give them the land, it is no wonder that they were discouraged.

Contrast with this David's courage in the face of his well-armed giant foe; and his words: "Thou comest to me with a sword, and with a spear, and with a shield; but I come to thee in the name of the Lord of hosts, the God of the armies of Israel."

A parallel with this lesson is the experience

of Christian and Hopeful with Giant Despair, except that by the Key of Promise they were let out of their dungeon in Doubting Castle, whereas the Israelites did not escape, but their carcasses fell in the wilderness. This striking incident from the "Pilgrim's Progress" will help to fasten the lesson.

Bring out by questioning, the secret of the failure of the Israelites: it was through *looking at difficulties* that they were overcome. Illustrate by Peter walking on the water; as long as he looked to Jesus, he was safe; but when he saw the boisterous waves, he began to sink. This shows the importance of looking to the God who is above all difficulties, to whom because of his infinite power there are no difficulties. Then we shall know that there is nothing too hard for him; and whatever he bids, we shall obey, knowing that we can do all things through Christ who strengtheneth us.

Lesson VIII. May 23, 1903

The Sin of Moses and Aaron. Num. 20:1-13

In the experience of the children of Israel in this chapter, there is first a lesson to be drawn from their neglect to recount the many blessings which God had bestowed upon them during their wilderness journey, with the assurance that he who had thus far provided was able to still supply their needs. Encourage the children to often recount the many blessings they have received from the Lord. A blackboard exercise could be made most profitable by letting each child mention something for which he is thankful. Even older people neglect this religious exercise, continually asking and seldom giving thanks for multitudes of bounties freely bestowed.

Another lesson may be drawn from the sin of Moses and Aaron and the penalty. God does not excuse sin, although his love is extended to the sinner. Because of this, Moses and Aaron were not permitted to enter Canaan. One sin may keep us out of the kingdom of God. Help the children to understand that God makes note of even the little things. We can truly pray with the psalmist, "Set a watch, O, Lord, before my mouth; keep the door of my lips." Ps. 141:3.

Lesson IX. May 30, 1903

The Death of Aaron. The Fiery Serpents. Num. 20:14-29; 21:4-9

From Deut. 8:15 we learn that fiery serpents infested the wilderness where the children of

Israel were journeying. Because the protecting care of God had kept them from this plague, they had not realized their danger. Show how the very faithfulness of God's mercy and his tender care often lead us to forget him, until at times the veil is withdrawn, and we are allowed to see a little of what we are being shielded from.

A minister once rose in a meeting and said that he wished to give special thanks to God for deliverance in a time of great danger. While crossing a mountain pass on the way to that meeting, his horse had slipped, and it was only by a miracle, a special interposition of Providence, that his life was saved. When he sat down, another minister rose and said that he had just the same cause for thanksgiving as the minister who had just spoken; for he had come over the very same road, crossed the same dangerous pass, and his horse *did not even slip*. So he felt that he had, if anything, even more to be thankful for.

Refer to the Scriptures which speak of Satan as the serpent (Genesis 3, and Rev. 12:9), and show how through him we have all been poisoned by sin. The words of Jesus in John 3:15, leave no room for doubt as to what the brazen serpent represented. "As Moses lifted up the serpent in the wilderness, even so must the Son of man be lifted up." In John 12:32, 33, we learn that when Jesus spoke of being "lifted up," he was signifying what death he should die." So the lifting up of the serpent meant its death, the destruction of that by which they had been poisoned.

Jesus was made to be sin for us; he was lifted up on the cross, bearing the sins of the world, that we might know that he has made an end of sin, and that we may be healed of the serpent's bite, cleansed from the poison of sin, and live forever. Through death he destroyed him that had the power of death, that old serpent called the devil and Satan, and he is able to deliver all who put their trust in him.

This beautiful object lesson shows the simplicity of trusting in Christ. It is not by mourning over our sins nor by seeking to make ourselves better, that we are healed, but by looking in simple faith to him who alone can save.

Primary Department

Lesson V. May 2, 1903

The People Numbered; Israel Leave Sinai. Num. 1: 44-54; 9:1-5; 10:33-36; 11:

TEACHING POINTS

Arrangement of camp—order required.
The Passover celebrated.

The people instructed.

Israel go forward.

Complaining punished.

Order in the Camp.—"God is a God of order. Everything connected with heaven is in perfect order; subjection and thorough discipline mark the movements of the angelic hosts. . . . God requires order and system in his work now no less than in the days of Israel." By his Spirit, God is present in our houses of worship, just as he was in the camp of Israel, and he knows whether they are neat and clean, or untidy and in disorder. Point out to the children some of the ways in which they may keep their little room or corner of God's house orderly and neat, and so please him. The reading of the feeding of the five thousand will show that Jesus had everything done in order; or the description of the New Jerusalem may be read to show that perfect order exists where God reigns. Make it plain, also, that the Lord requires order in the *hearts* of his people as well as in their *surroundings*. Show the class how the spirit of true order will affect their attitude during prayer, in going to and from the class, in giving attention during the lesson hour or the sermon,—in fact, all their behaviour in God's house.

Israel's Punishment.—"Murmurings and tumult had been frequent during the journey from the Red Sea to Sinai, but in pity for their ignorance and blindness God had not then visited the sin with judgments. But since that time he had revealed himself to them at Horeb. They had received great light, . . . and their unbelief and discontent incurred the greater guilt. Furthermore, they had covenanted to accept Jehovah as their king, and obey his authority. Their murmuring was now rebellion, and as such it must receive prompt and signal punishment."

A map exercise, reviewing briefly the journey of Israel from Egypt to Mount Sinai and showing the land of Canaan, may be profitably used with this lesson.

Lesson VI. May 9, 1903

The Quails Sent; Miriam and Aaron Murmur Against Moses. Num. 11:4-35; 12

TEACHING POINTS

Israel murmur for flesh.
Their wish granted; their punishment.
God teaches and guides the meek.
Speaking against God's servant.
Moses' forgiving spirit.

Murmuring.—The habit of faultfinding never stops with the one who utters the complaining words, but its influence spreads and increases. Those who indulge this spirit, do not wait till they have something really hard to bear; they find fault, as did the children of Israel, with the very things that God has given to them to be a blessing. But those who are patient, and remember the Lord's love for them, will bear even hard things with a cheerful spirit. Relate some short story to show the children how it is that to have the things they want may not be for their good, thus helping them to begin to learn the great lesson that God knows what is best for each one of his children. The people of Israel had things to bear that were hard; so have the children who live today. Without such things to meet, they would not learn to be sweet and patient when things are unpleasant. Impress the thought that the same loving Father who allows us to be tried, is the one who gives us all the good things we enjoy; and that if we would avoid the mistakes made by Israel, we shall trust his love, bear the troubles in his strength, and thank him daily for his mercies.

"And the Lord Heard It."—God *always* hears the unkind words that his people say to each other and about each other. While the sin is not always punished as quickly as was Miriam's, still the habit of criticizing and judging others is like a disease in the heart. Those who have this deadly disease will be shut out of God's kingdom as surely as the leprosy shut those who had it out of the camp of Israel. God is especially displeased when we criticize those who are doing a work for him.

Moses Forgave.—Miriam has sinned against Moses, yet he forgave her, and prayed for her. In this he showed the same loving, forgiving spirit manifested by Jesus when he prayed for his enemies.

In the review the thought that God guides and teaches the meek may be emphasized by the following outline:—

MEEK { Guided.
Taught.
Inherit the earth.

Lesson VII. May 16, 1903

The Twelve Spies. Num. 13:17-33; 14:1-10, 28-45

TEACHING POINTS

- A good start.
- Fearful hearts.
- God gives the people their way.

The evil report believed.

The wish of Israel granted.

Disobedience brings defeat.

Their Own Strength.—The children of Israel had a good start—they were right at the door of the promised land. But in their plans for the future they left God out, they thought to enter in their own strength—and their hearts failed them. It is not enough to *begin well*: the test of character comes when there are difficulties in the way. Only those who make the Lord their trust, will endure. Read Rom. 2:7.

Their Own Way.—God sometimes allows people to have their own way, even when it is not the best way for them. If Israel had obeyed him, and gone up to take the land, he would have scattered their enemies; but they, trusting in themselves, wanted to know what lay before them, so they could plan to meet it. And when they listened to the evil report of the ten who, like themselves, looked at the difficulties instead of to God, they were ready to go back to Egypt! Knowledge magnified their fears, and lost them the land of Canaan, where faith would have given them the victory.

Use the map again this week, adding the dotted red line to show the journey from Sinai to Kadesh-barnea. It may be helpful to make two lists, as the lesson proceeds, contrasting the report of *The Ten* with that of *The Two*, as follows:

THE TEN	THE TWO
Land eateth inhabitants.	Exceeding good land.
Walled cities.	Flowing with milk and
Men of great stature.	honey.
Giants.	Their defense departed.
Strong people.	Fear them not.
Not able.	Let us go up at once,
Stronger than we.	Well able.
	The Lord with us.

Lesson VIII. May 23, 1903

The Sin of Moses and Aaron. Num. 20:1-13

TEACHING POINTS

- The people fail to understand God's sign.
- God's tender pity for his unbelieving people.
- The sin of Moses and Aaron.
- The justice of its punishment.

Israel's Mistake at Kadesh.—Israel failed to read the sign given to show them that the time had come to go forward—that they were almost home. Instead of going on in renewed faith, they lingered to murmur and complain. And God would not lead them on unless they were willing to go; he did not compel them to believe. Talk a little with the children about

some of the signs that show that Jesus is soon coming to take his children to the heavenly Canaan. These signs are given to encourage God's people; and when we see them, we should rejoice to know that his coming is near.

The Smitten Rock.—"By his rash act, Moses took away the force of the lesson that God purposed to teach. The rock, being a symbol of Christ, had been once smitten, as Christ was to be once offered. The second time, it was needful only to speak to the rock, as we have only to ask for blessings in the name of Jesus. By the second smiting of the rock, the significance of this beautiful figure of Christ was destroyed." In connection with this experience in the life of Moses, impress again the necessity for exact obedience to God's commands.

Sin Not Excused.—God had greatly honored Moses and Aaron. The people looked to them as examples. If their sin had not been punished, the people would have said that God was unjust. But now every one in that great company had an opportunity to know that sin is hateful in God's sight, no matter where it is found. Help the children to see the difference between *forgiving* and *excusing* sin.

Use the map with this lesson, tracing again the journey from Sinai to Kadesh. Show how it would have been easier for the people to go through Edom than to march around that land.

Lesson IX. May 30, 1903

The Death of Aaron; The Fiery Serpents. Num. 20:14-29; 21:4-9

TEACHING POINTS

The results of murmuring.
Discouraged because of the way.
Despise God's gifts.
God's protecting care removed.
Life for a look.

Ready Obedience.—Disobedience and delay not only lost Israel the easy, traveled road through Edom, but brought reproach upon God in the eyes of the heathen king. Show the class how the disobedience and faultfinding of those who say they are God's children today, makes them weak, and casts reproach upon God's work.

God's Protecting Care.—The children will easily see why Israel should have been grateful to the Lord. Make the application personal by telling them some of the things that would happen if God's constant protecting care were taken from the earth *now*.

Life for a Look.—The serpent was raised up so that all might see it; but the dying Israelites had something to *do*,—they must *look* at it. If there were those who would not look,—who would not believe the Lord's promise,—the fact that the serpent was there would not save them. Neither will the fact that Jesus died to give forgiveness and life to the world, save any one who will not look to him for these blessings. Emphasize the truth that the life that Jesus gives to those who look to him not only *saves* from sin, but *keeps* from sinning.

On the map show how the way the Lord told the people to go was the easy way for them. Indicate Mount Hor, where Aaron died, and his son became high priest in his stead. A simple outline drawing of the brazen serpent lifted up on a pole, and of a cross, with the words of the memory verse written above, will help to impress the leading thought. Elaborate drawing is not required—the simplest lines will serve the purpose.

Kindergarten Department

Lesson V. May 2, 1903

The People Numbered; Israel Leave Sinai

Talk about the time spent at Sinai. It was like a great school where all the family were pupils. Make it real to the children by speaking of the part the little ones had to act in that school. When everything is kept neat and orderly, each one must act his part. Moses was not asked to do it at all; he had helpers. Let the little ones feel that they have a duty in seeing that the home and surroundings are kept neat and clean, thus avoiding sickness.

The children of Israel were not allowed to pitch their tents as they pleased. (Refer to pictures shown before). There was perfect order. They had been learning how to obey. The laws God had given them were not to make them unhappy, but to teach them how to live safely and happily together. Refer to the necessity of order and cheerful obedience in the home, if it is to be a happy one.

Do not be afraid to use the pencil and paper freely. The attention can be secured and lessons impressed by only marks for objects. If pictures cannot be secured of the priests bearing ark, etc., be free to make marks or rude outlines to represent the march.

Show how much better it is to trust God and count our blessings than to murmur and complain of our troubles. We know so much more about God than they did, that we surely can love and trust him, even though we cannot see him.

The Lord loved them, therefore he sent punishment that others would hear and turn from the wrong.

Lesson 6. May 9, 1903

The Quails Sent; Miriam and Aaron Murmur Against Moses

Moses was patient when the people murmured and complained; he was brave when they were frightened, and forgiving when they did wrong. He could be thus because he had learned these lessons from God. Help the children to see what these lessons mean and how they can learn them in their daily experiences. A patient child would not join in the murmuring and faultfinding in the home, but would try to stop it. The wrong spirit is so catching. Children can easily carry the disease to other children, or they can stop it. Show them how they can stop that spirit by quarantine—that is to shut it up and let it go no further.

They were not contented with the food God had sent. Help the pupils to see that what tastes best is not always the best for us. We should be contented with and thankful for the food provided for us.

The Lord hears when children complain and want their own way. Sometimes he allows them to get into trouble, that they may learn that their parents know best what is for their good.

The fact that overeating brought sickness into the camp, furnishes us a good opportunity to teach temperance in eating.

With pencil and paper make the camp, or use the little papers folded for tents. Represent Moses, Aaron and Miriam called to the tabernacle; then Aaron and Miriam taken outside the camp, and teach the lesson about their jealousy.

Jealousy brings death in the end. Cain was jealous.

When they truly were sorry, and repented, Miriam was healed, or made alive, really.

Lesson VII. May 16, 1903

The Twelve Spies

After Miriam was healed, they had to wait several days before she could return to the camp. You see, others have to suffer when we do wrong.

When she returned, they went on their journey till they came close to the land of Canaan.

The people had not learned to fully trust God, so when Moses told them to "go up and possess the land," they were afraid. They wanted some one to go and see first. They forgot that God could see and know all about the land.

Represent in the same way, with pencil or objects, the camp and the twelve spies going to Canaan. Talk of the fruits and the good things of that land.

It will not be difficult to find good pictures of the fruit brought back. "Best Stories" contains a good one.

The spies said it was a good land, but —. With that word "but" begins the doubt. Very small children soon learn the use of that word. How often is heard, "Yes, Mama, I will go, but" —. Show that two of the spies had a different spirit. "We are able to go," they said. "The Lord is with us, fear ye not." But the people would not listen, so God said that these men who were afraid should not enter the land at all.

Just think how disappointed Moses must have been to lead the people so close to that beautiful land, and then have to turn back and stay forty years in the desert, because they were afraid! Here again he was patient.

Lesson VIII. May 23, 1903

The Sin of Moses and Aaron

Do you think it was easy for Moses to turn his face again toward the desert? Many times during the long years of wandering, he saved the people by praying to God for them.

The people loved him, but they did not always do right towards him. It is so easy to blame some one else when we get into trouble. Sometimes we blame those whom we really love.

When they came to the place where they could buy water, the water from the rock failed. The Lord wanted them to go forward and trust him. But when they became thirsty, they complained, and blamed Moses.

Help the little ones to see how wrong this spirit is, to blame others when trouble comes to us.

The Lord is particular, not even excusing the impatience of Moses for a few moments. God forgave him, but he was punished for the sin.

Sketch lines for people, and one by a large rock for Moses. There they stood, a great multitude, waiting for the water. Recall the pictures shown of the first time the rock was smitten.

Lesson IX. May 30, 1903

The Death of Aaron. Fiery Serpents

During all the journey through the desert, God had kept them safe from the dangerous animals. They thought they had troubles, but when God took away his protecting care, they had real troubles.

Help the little ones to see that we are all bitten by sin, and Jesus alone can save us.

Use pictures of the serpent of brass. ("Best Stories" has a good one). Trace the journey on paper, sketching the mountain where Aaron died.

Do not fail to bring before the children God's great mercy in always forgiving and helping the Israelites when they came to him in their trouble.

The remedy or way to help was so simple. Look and live. The danger was not taken away, but the way of escape was made easy.

Quarterly Summary of Sabbath School Reports

FOR QUARTER ENDING DECEMBER 31, 1902

Atlantic Union Conference.

	No. Schools	Pres't Mbr'ship	Average Att.	Home Dep't	Total Contributions	Ex. of Schools	Donations to Miss'ns	Donations for Orp'ns
Chesapeake.....	16	628	442	20	\$ 149 69	\$ 75 80	\$ 36 52	\$ 15 71
Greater New York.....	7	337	256	...	153 60	45 48	98 59	5 93
Maine.....	20	431	311	3	100 83	33 35	55 00	.....
New England.....	44	1001	691	...	334 33	106 05	165 77	35 56
New Jersey.....	15	365	241	19	117 11	47 65	73 95	6 61
New York.....	75	1303	860	...	247 04	102 73	144 31	.....
Pennsylvania.....	110	1451	1059	100	376 42	146 50	207 13	21 79
Vermont.....	30	453	361	50	114 64	15 50	69 36	28 58
Virginia.....	13	233	164	3	49 48	18 82	9 52	2 00
West Virginia.....	15	241	166	10	39 98	9 48	29 41	50

Canadian Union Conference.

Maritime Provinces.....	13	267	187	...	40 43	23 44	15 67	60
Ontario.....	29	500	367	23	162 56	45 72	76 49	12 09
Quebec.....	13	163	67	3	34 03	5 86	20 62	5 71

Southern Union Conference.

Alabama.....	17	329	250	2	48 16	21 27	12 67	6 51
Carolina.....	18	273	201	9	37 27	23 36	20 36	.....
Cumberland.....	18	546	454	1	76 09	35 98	31 36	.....
Florida.....	16	352	256	4	66 98	15 19	48 60	3 19
Georgia.....	10	240	173	5	37 56	23 26	17 03	.....
Louisiana.....	13	207	149	...	60 37	26 82	16 43	14 62
Mississippi.....	20	164	133	44	21 21	8 56	7 00	2 43
Tennessee River.....	15	379	273	22	54 76	26 83	18 35	9 58

Lake Union Conference.

Indiana.....	73	1405	1001	27	333 99	121 40	94 28	42 14
East Michigan.....	44	1296	915	12	248 88	136 36	90 71	30 77
West Michigan.....	63	2423	1843	14	643 40	162 39	410 54	99 85
North Michigan.....	36	753	555	8	129 88	59 58	31 79	14 90
Superior Mission.....	11	144	106	25	28 57	8 00	12 88	1 82
Ohio.....	63	1467	1100	7	437 68	192 12	177 33	82 17
Northern Illinois.....	40	1277	929	56	357 87	87 91	209 83	56 58
Southern Illinois.....	28	576	442	42	100 81	52 61	39 31	8 89
Wisconsin.....	110	2200	1175	...	605 56	233 19	363 38	6 78

Northern Union Conference.

Manitoba Mission.....	33	430	334	...	88 36	9 58	51 04	90
Minnesota.....	97	2346	1508	117	525 55	135 03	310 48	76 36
North Dakota.....	26	710	524	30	168 03	15 10	102 85	24 34
South Dakota.....	42	653	468	31	192 68	16 67	128 57	47 44

Central Union Conference

Colorado.....	60	1506	1006	...	407 86	181 81	226 05	.....
Iowa.....	164	2975	2150	50	557 59	188 63	249 52	43 12
Kansas.....	101	1711	1144	5	313 55	111 51	195 54	27 18
Missouri.....	55	1431	1095	75	278 39	125 54	124 31	22 78
Nebraska.....	107	2223	1592	11	491 50	154 43	259 66	49 42

Southwestern Union Conference.

	No. Schools	Pres't Mb'ship	Av'ge Att.	Home Dep't	Total Contributions	Ex. of Schools	Donations to Miss'ns	Donations for Orp'ns
Arkansas	22	310	250	51	20 45	8 95	18 00	2 50
Oklahoma	53	1240	775	28	173 90	57 17	88 92	32 87
Texas	30	1044	687	...	162 21	31 43	116 20	7 30

Pacific Union Conference.

Alaska Mission.....	1	5	4	...	15	30	...	...
Arizona	6	106	67	...	20 29	3 95	16 34	...
British Columbia	4	100	84	...	44 48	15 86	5 75	15 55
California.....	90	3118	2388	70	948 14	469 40	315 17	84 30
Hawaiian Mission.....	1	35	25	5	15 75	4 53	15 87	...
Montana	27	510	377	10	337 53	44 73	250 40	42 40
Southern California	20	877	690	...	261 79	167 09	35 61	57
Upper Columbia.....	42	1146	671	29	372 85	65 15	179 73	127 97
Utah.....	4	133	80	...	32 46	14 52	10 33	1 90
Western Oregon.....	49	1264	981	15	280 98	73 01	178 32	8 13
Western Washington.....	31	874	628	...	248 00	54 85	163 96	24 30

*Australasian Union Conference.

New South Wales	19	699	555	40	334 83	44 41	260 37	...
New Zealand.....	23	528	391	46	172 00	...	187 90	...
Queensland	7	238	...	12	66 59	...	47 92	...
South Australia.....	12	311	...	2	96 24	...	50 36	...
Tasmania	9	267	...	12	99 37	...	66 69	...
Victoria.....	15	630	...	3	161 36	...	127 49	...
West Australia.....	10	188	148	...	116 00	...	89 32	...

*European General Conference.

British	31	896	536	...	...	...	64 28	...
Central European.....	29	504	390	...	123 43	4 13	119 30	...
Denmark	26	597	372	...	79 30	...	80 34	...
†German.....	167	3617	...	...	2315 25	...	...	...
Norway	21	550	335	...	...	...	75 41	...
Sweden	37	393	235	21	64 22	...	64 22	...

*Miscellaneous Conferences and Missions.

Argentine Republic.....	17	397	269	...	63 66	...	...	...
Brazil.....	15	456	384	...	68 60	...	68 60	...
Basutoland Africa.....	1	28	25	...	...	...	...	...
Matabeleland, Africa.....	1	54	48	...	9 49	...	6 57	...
Bermuda	2	17	14	9	2 04	50	...	...
China.....	1	8	8	...	6 50	...	6 50	...
Cook Islands.....	4	57	43	...	6 46	...	6 46	...
Finland.....	3	35	26	...	14 23	...	12 23	...
Friendly Islands.....	1	16	14	...	11 90	...	10 72	...
Fiji.....	1	42	41	...	...	...	...	...
India.....	2	81	70	...	...	...	...	...
Japan	3	...	44	...	5 64	...	...	...
Mexico	3	59	43	15	18 58	7	...	...
†Oriental.....	24	182	...	...	78 31	...	...	...
South Africa.....	14	396	294	...	194 71	...	150 60	...
Society Islands.....	8	103	77	...	17 67	...	17 67	...
West Indies.....	62	17 56	1157	...	150 49	...	...	...
West Coast, S. America.....	10	95	95	...	...	...	...	...
Total.....	2638	59351	38269	1196	\$15438 44	\$3909 56	\$7159 82	\$1154 64

*For quarter ending Sept. 30, 1902. †For the year.

MRS. L. FLORA PLUMMER, Cor. Sec. S. S. Dept.

CHILDRENS PAGE

The Long Sleep of Some Creatures

All animals have their time for sleeping. We sleep at night; so do most of the insects and birds. But there are some little creatures that take such very long sleeps! When they are all through their summer work they crawl into winter quarters. There they stay until the cold weather is over. Large numbers of frogs, bats, flies, and spiders do this. If they were only to sleep for the night, the blood would keep moving in their veins, and they would breathe. But in this winter sleep they do not appear to breathe, or the blood to move. Yet they are alive, only in such a "dead sleep."

But wait until the springtime. The warm sun will wake them all again. They will come out, one by one, from their hiding places.

However, there are some kinds of animals that hide away in the winter that are not wholly asleep all the time. The blood moves a little, and once in a while they take a breath. If the weather is at all mild, they wake enough to eat.

Now isn't it curious that they know all this beforehand? Such animals always lay up something to eat, just by their side, when they go into their winter sleeping places. But those that do not wake never lay up any food, for it would not be used if they did.

The little field-mouse lays up nuts and grains. It eats some when it is partly awake of a warm day.

The bat does not need to do this, for the same warmth that wakes him wakes all the insects on which he feeds. He catches some and then eats.

The woodchuck, a kind of marmot, does not awake, yet he lays up dried grass near his hole. What is it for, do you think? On purpose to have it ready the first moment he awakes in the spring. Then he can eat and be strong before he comes out of his hole.

I have told you that this sleep lasts all winter. But with some animals it often lasts much longer than that. Frogs have been known to sleep several years! When they were brought into the warm air they came to life and hopped about as lively as ever.

I have read of a toad that was found in the middle of a tree, fast asleep. No one knew how he came there. The tree had kept on growing until there were sixty rings in the trunk. As a tree adds a ring every year, the poor creature had been there all that time! What do you think of that for a long sleep? And yet he awoke all right, and acted just like any other toad!

How many things are sleeping in the winter! Plants, too, as well as animals. What a busy time they do have in awaking, and how little we think about it.—*Mrs. E. G. Hall, in Our Dumb Animals.*

In Early April

SEE the robin's breast aglow
 As on the lawn he seeks his game ;
 His cap a darker hue doth show,
 His bill a yellow flame.

Now in the elm tops see the swarm
 Of swelling buds like bees in May ;
 The maples, too, have tints blood warm
 And willows show a golden ray.

In sunny woods the mould makes room
 For liver leaf to ope her eye ;
 A tiny firmament of bloom
 With stars upon a mimic sky.

Now from the hive go voyaging bees,
 Cruising far each sunny hour ;
 Scenting sap 'mid maple trees,
 Or sifting bread from sawdust flour.

Now in the marsh a chorus shrill
 Of piping frogs swells in the night ;
 While meadow-lark shows flashing quill
 As o'er brown fields she takes her flight

Now sluggish turtles leave the mud,
 With suit and armor painted new ;
 And timid newts of torpid blood
 Are creeping forth with pallid hue.

Now screaming hawks above the wood,
 And sparrows red on bushy banks ;
 While starlings gossip life is good,
 And grackles pass in sable ranks.

The rye fields show a tender hue
 Of fresh'ning green amid the brown,
 And pussy willows clad anew
 Along the brook, in silver down.

The purple finch hath found his tongue,
 Hark, from the elm tree what a burst !
 Now once again all things are young,
 Renewed by love as at the first.

—*John Burroughs.*

WITH THE TEACHERS

Methods of Conducting Nature Study

BY FLOYD BRALLIAR

The things of nature are the thoughts of God illustrated,—materialized,—placed in a form to appeal to the senses. As all natural objects are the product of the mind of God, they illustrate his matchless character; for, "The invisible things of God from the creation of the world are clearly *seen*, being understood by the things that are made, even his eternal power and Godhead."

God has surrounded man with things that proclaim his character, so that in whatever direction he turns, they will be before his eyes. Many men will not read the Word, but they must deal with nature and so read his truth there; but, just as one can read the Word of God and get nothing from it, so he can observe and study nature without receiving any benefit. "Spiritual things are spiritually discerned." "The letter killeth but the spirit maketh alive."

We are told that one of the most valuable things to teach children is to know and appreciate nature. The things of nature have the lessons of the gospel in them. These lessons cannot always be put in words. It is because they were too deep for words,—too unsearchable to be put into faulty human speech,—that God has written them in his own handiwork.

I will begin with the method of teaching nature to the little child. He should be taken into the open air and shown the opening buds, the unfolding blades, and leaves, and the beautiful flowers. Every household should take time to cultivate a goodly number of flowers that are of the simplest culture, and every school should have them on its grounds. Show the little child the varied forms of leaves, the different structures of flowers, and call attention to the endless variety of color. Call attention to the delicate pencilings of color tints and the wonderful structure of blade and leaf. Do not often try to philosophize or sermon-

ize on the matter, lest with your own bungling hand you mar the beautiful lessons God has placed in the plant.

The Christian educator must first recognize the voice of the Spirit of God. No man can be a teacher of divine things. He can read the words, he can point to the illustrations, but it is only the Spirit of God that can make the application.—that can illumine the soul. He who fails to realize this will find that his best efforts are lifeless and dull. So let him who would teach nature aright, pray earnestly that the Spirit of God may make the application through the things of nature; then let him lead his child into the open air and call attention to the details of what God has wrought, and he will be changed.

Our best lessons, our grandest experiences, our deepest heart-longings are beyond expression in words; so with the lessons of nature. Although as inexpressible and as unseen as the work of the winds, yet contact with the things that God has made uplifts our thoughts and purifies our souls. Nature's voice glides into our secret musings,—steals away their bitterness ere we are aware.

Encourage every child to cultivate flowers. Give him a plot of ground, and furnish him with the magic seeds and bulbs, and let him with his own hands prepare the soil, cultivate it, and nurse his growing plants into perfection. Every school that is located where it can be done, should do likewise. Directions should be given on the best methods of cultivating the soil and caring for the plants. The children will soon grow enthusiastic over the work.

Have you never noticed the liberality of all flower lovers? Have you never noticed that those whose windows and gardens are ablaze with flowers never tire of giving away the fragrant blossoms, and that they are always ready to give a slip or seeds to those who ask? One cannot long be associated with the plants, that give all the bounty of their whole being freely to the world, and whose whole existence is to please and bless others, without themselves, by beholding, being changed.

Nature Study

The greatest obstacle to the introduction of nature study, aside from the lack of competent teachers, is found in conservatism of patrons. Reading and writing and arithmetic they know, but what, forsooth, is this new-fangled nature study?

The subject is often so presented to their minds that it seems to them as if the new study must necessarily crowd out some of the old ones; or at least weaken the already too imperfect hold which the average pupil has upon such fundamental things as spelling, writing, and arithmetic. But this need not be so.

Instruction about plants, and animals, and insects may easily and naturally be connected with exercises in composition and in numbers, which will bring into practical use from day to day what the child has learned in his lessons about the English language, arithmetic, or geography. Properly taught, nature study will not crowd out any essential branch of learning from the common schools; but on the other hand, it will stimulate interest in them all, as the pupil discovers that they may be directly related to his daily life and the world about him.

Once the child's mind is awakened to the innumerable wonders of nature, and his interest excited in explanations of the phenomena with which his farm life makes him familiar, it will be far easier than ever before to stimulate him to continuous endeavor to widen his knowledge through reading as well as through observation. He will have more thoughts to put on paper, and he will often wish to draw the objects he has seen.

His view of the business of the farm will also be radically changed. The subject of milk and its products, for example, may be so presented to a class of pupils of twelve years of age that they will have a fairly intelligent idea of the composition of dairy products, and of the changes that take place in the making of butter and cheese. Their view of the business of dairying will be far different from that of

children who have never learned these things.

The country boy often has a wonderful familiarity with nature. The things he has learned about animals and birds and trees; the lore of the fields, and the woods, and the streams—all these may be of great practical use to him. Connect this with what other students of nature have found out, and how easily this boy's knowledge of the world about him may broaden and deepen. School will then become to him a place where he may learn things which will add pleasure and new interest to the planting of seed, or the milking of cows.—*A. C. True, Director of the Office of Experiment Stations.*

Readers for Little Children

BY M. BESSIE DE GRAW

Myths, legends, and fairy tales form a large part of the literature placed in the hands of small children. It is argued that these are used in recognition of certain pedagogical principles. Every child is highly imaginative; he longs for excitement, and from these unreal stories practical lessons are said to be drawn.

Recently there has been considerable discussion through the papers as to the advisability of teaching "Jack and the Beanstalk," "Bluebeard," and similar tales; and those who oppose such teaching are held up to ridicule. But if a child is fed on husks, we may expect him to have mental rickets, and that is what is now troubling many of our youth. Their brain food in childhood was lacking in some of the essential elements, and as a result they will go through life mentally weak and deformed.

Greek mythology may have in it the elements for which the child cares, but there is in the realm of truth ample opportunity to adhere to pedagogical principles while teaching reading.

Creighton says: "It should be our object to lead children, as soon as they can read, to observe the natural surroundings of their life, hence new reading books ought to be carefully adapted to the natural

facts of the everyday life of the child. . . . In the country, the processes of agriculture and the rudiments of natural history may be taught."

Physiology may be made the basis of readers, for he says: "In them the simple facts concerning the human body and the application of the laws of health to the facts of the locality would be another subject. . . . Such a system of books would require a great deal of trouble to make, but they would be worth the trouble." Again, there is no field which offers such a wide diversity of subjects as the Bible. In the story of sages, poets, kings, warriors, noble men, and gentle, true-hearted women there is every element required by the developing mind of the child. To this fact Prof. R. G. Moulton, of Chicago University, bears witness. He says:—

"The English Bible is the natural source to which the English people should go for their training in literature. The Bible is in fact the supreme English classic. . . . The Bible is a whole literature within the compass of a single volume. It is universally recognized as being on the highest conceivable literary level."

Methods

BY LOTTIE FARRELL

In our former studies in spelling, we did not mention

DEFINING

It is certainly very necessary that the child should know the meaning of the words he uses; and he should be able to express it clearly, by using the word in a sentence, by using synonyms, or by giving a definition in such words as he can comprehend. The first two methods are suited to the young child, and he may be taught to enjoy this most thoroughly.

When he is sufficiently advanced, encourage him to consult the dictionary for his definitions; but be sure that he gets a thorough understanding of the word, and that he expresses it in a clear manner.

You have heard children give dictionary definitions which you could readily see

were just as vague to them as the word they were trying to define. Let this point be carefully guarded. Show the child the foolishness of using words which he does not understand. Inspire him with a desire to be master of everything with which he deals in his school work. Lead him into the joy of overcoming obstacles. You will thus be fitting him to be an overcomer and to receive the overcomer's reward.

The next subject which we will consider is

READING

Let us realize that in teaching the child to read we are placing in his hands tools which will aid him in building a character after the divine image, or one which will be of the earth, earthy.

The world is full of reading matter, much of which does not tend to upright character building. Therefore, to make it possible for a child to read, and to fail to give him at the same time a desire to read that which is good, is to do him a positive injury.

Our aim, then, in teaching the child to read, will be to create within him such a craving for the pure and good in literature that nothing else will satisfy him. To accomplish this it becomes necessary to have the

FIRST READING BOOK

of the right kind. It should contain nothing but truth, either in picture or thought. Such a book is much more pleasing to the little child than is the one that deals with the unreal and untrue, for in every little child is a love for the truth.

REPETITION

Truth, though oft repeated, is always new, and we never tire of contemplating it. Therefore, while the child learns only by constant repetition, and the words that express the truth must be brought before him again and again before he is familiar with them, yet because they convey a truth, he will not weary of them. As soon as he has mastered them thoroughly, how gladly he reads and re-reads them. And every time he does this the truth is more vividly impressed upon his mind.

PROGRESS

Progress in the South

BY J. E. TENNEY

There are constantly increasing evidences that God has set his hand in a special manner to prepare a people for the coming of our Saviour. Intensity is taking hold of the people; some to follow their own ways and purposes, and others to do valiant service for God and humanity. So far as we are acquainted with the history of the work in the Southern field, there never has been a time when the outlook was more bright than now, from the standpoint of the advancement of the message.

The Lord is signally blessing the educational work, though perhaps there never was a time when there were more obstacles in the way.

Our schools for the colored people, established in Mississippi, and at Huntsville, Ala., are doing most excellent service. Those in Mississippi are coming more and more, as the Lord directs, under the immediate supervision of the colored workers. This leaves those who have been so long required to give their personal attention to this work an opportunity to start the work in other places.

Brother F. R. Rogers is engaged in this work, and God is blessing. An intermediate school has been established in Mississippi. Encouraging reports come from the intermediate school established at Hazel, Ky. The Carolina, Alabama, and Cumberland Conferences contemplate opening intermediate schools in the near future. This step will be of great benefit to our training school. For lack of proper educational advantages, the training school has been crowded with a class of students that must of a necessity do more elementary work before they can take the preparation to engage in the practical work of the message. We are glad to state that this class of students is becoming smaller in the Southern Training School, and that those who need but a short preparation to fit them for the work of the message are taking their places.

For several weeks we have felt that our students should engage in practical missionary work while carrying on their studies. Students come to the school and for a short time have a bright spiritual experience. This is followed sooner or later by a spirit of inactivity and restlessness. It is very clear to us that the reason for this is that students are not given an opportunity to impart to others the blessings they have themselves received.

About ten days ago nearly thirty of our number left the school to engage in an "Object Lessons" campaign in Chattanooga and neighboring villages.

I cannot relate the many wonderful experiences through which these students passed, but each of them was blessed of the Lord; not particularly in the number of orders taken for "Christ's Object Lessons" or for other books, but because they sought to do faithful work for souls. Some entered houses where there was sickness and gave treatments. People have been taught how to give simple treatments and how to cook hygienic food. Some have been taught about a soon-coming Saviour, and many hearts have been moved by the influence of divine grace, through the ministration of these students.

We now see the importance of establishing a branch of the Southern Training School in Chattanooga. This would accommodate fifteen or twenty students. These students would be selected because of their consecration, and under the supervision of a competent physician and a consecrated teacher, would carry on their studies during a portion of the day, and spend a few hours in putting into practical use what they have learned in the school-room.

Why should not these small branches of the Southern Training School, established under proper supervision in our popular centers, be veritable schools of the prophets, from which the truth in all its saving power may go to the people? The influence of this work upon the parent institution would also be beneficial. Students would understand that their fitness to enter

practical training depends upon the faithfulness with which the preparatory work is done, and upon the spirituality and fixedness of purpose that is manifested during the earlier part of their training.

Kansas Schools

B. E. Huffinan, educational superintendent of Kansas, makes the following report:—

"At Kansas City much interest was manifested in the school question. A school board was elected, and the work of furnishing the schoolroom began, so that school opened October 20th. Jennie Hill was selected as teacher.

"Ada Phillips left the Teachers' Institute at the end of the third week, in order to teach the Ottawa school, which began September 15th. The enrollment during the first four weeks was eighteen. A live spirit of missionary work pervades the school. The children sold fifty *Life Boats* in one week, and have been distributing papers, and piecing a quilt for the Orphan's Home.

"The Pontiac school is erecting a new building, twenty-four by thirty-six feet, with the schoolroom in the west end.

"Ida Shafer came from the camp-meeting to Wichita, and the school opened October 13th. The enrollment during the first month was eleven, representing four grades. There is good interest in the work. The school has been doing some missionary work by selling *Life Boats* and distributing papers. While we were there, plans were laid for the teacher and older pupils to spend some time canvassing for 'Christ's Object Lessons.'

"From Wichita we went to Hutchinson, where we found a good interest in the school work, on the part of parents, pupils, and teachers. The enrollment at the opening of school, October 20th, was small; but before the first month closed it had increased to thirty-seven. The school is taught by E. A. Morey, assisted by his wife, who teaches the beginners. There are a number of young people in attendance who manifest a desire to prepare for some line of the Lord's work. For the 'Object Lessons'

campaign, Hutchinson was divided into four sections, and the school became responsible for one of these."

Schools in the South

Amos E. Everett, until recently educational superintendent of Georgia, writes:—

"I am very anxious to see the educational work advance in Georgia. There is a growing need of Christian schools throughout the state. This is true not only among our own people, but calls for a Christian school have come from those wholly without our ranks. On account of the illiteracy of a large per cent. of the people of Georgia, the third angel's message can best reach them through the educational work. Schools should be established in many places for the colored people, and in some localities for the white children.

"In canvassing, I have proved the truthfulness of the statement found in the testimony entitled, 'The Southern Work,' which says, 'In reaching the colored people, it is best to seek to educate them before presenting the pointed truths of the third angel's message.' Since many of the white people fail to grasp these precious truths for the same reason that they do not appeal to the colored people, I see no reason why the same principles of education are not applicable to the white population. I have observed that the young people of the South make our most energetic workers if they are properly trained. Home, church, and mission schools should be established throughout the state of Georgia. This, however, cannot be done by the home field unless our own people see the necessity of this work and are willing to help with their means.

"The Southern Union Conference has begun a good work under the direction of Professor Tenney. If the state conferences will grapple with the educational question as energetically, something will be accomplished. I have never before seen people so eager to learn. Now is our time to work. I only hope that we will not delay giving to the people of the South the truths for which they are thirsting."

The March Advocate

Forty-six thousand copies of the *ADVOCATE*, above the regular edition, were mailed during the month of March. The largest order for this special issue came from Wisconsin, which placed a copy in the hands of each of its 16,650 public school teachers.

When the request was made that friends of Christian education should give the *March ADVOCATE* a wide circulation, such hearty responses as the following, coming day after day, showed that the great problem of training the children has taken deep hold on the hearts of the people:—

Mrs. Mina R. Hayward, educational secretary of Tennessee, wrote: "Most of our schools are small and poor, but some of us are ready to push with all the strength we have, and we shall be satisfied with nothing short of placing the paper in the hands of every teacher. I am deeply interested in the *ADVOCATE*. I long to see it read by every Seventh-day Adventist parent. It will help untie the hands of the church school teachers."

"After receiving your letter concerning the *March ADVOCATE*," wrote Emma Runcke, of Hemingford, Neb., "I placed the matter before the church at my first opportunity, and it met a hearty response. A list of the names and addresses of the teachers of Box Butte county was obtained from the superintendent of public schools, and the expense of placing the *March* issue of the *ADVOCATE* in their hands, was met by a donation. Before the work with the *ADVOCATE* was finished, the school decided to take a club of eleven copies for one year for its own use. There was not a copy in the school, besides my own, before this."

"Since knowing of Christian education," wrote a primary teacher, "I have believed that it would be through this channel that many of the secular teachers would learn of the third angel's message. Surely it is the mission of the *ADVOCATE* to present this phase of the truth. I firmly believe that it is possible to put a copy of the *March ADVOCATE* into the hands of every teacher."

M. B. D.

The Dedication of the Friedensau School Dormitory

BY GUY DAIL

One of the most important events in the short but interesting history of Friedensau, was the dedication of the newly erected school dormitory. Dame Nature contributed her share to the impressiveness of the occasion. Friedensau, always peaceful, could hardly have been more expressive of contentment and quiet. A light, semi-transparent mist tinted the little German hamlet, and the encircling forests of pine and beech and oak. The helpers in the sanitarium, the workmen in the bakery and food factory, and those connected with the school—I should judge there were something like one hundred and fifty in all—turned out en masse. The dining room, which is now used as the chapel, was full. It was neatly decorated with a modest display of flowers, and presented a most inviting appearance.

The program of the evening was instructive. It was not long enough to become wearisome, and its pleasing variety prevented its growing monotonous.

The dedicatory address was given by Elder L. R. Conradi, who made a few remarks on the familiar description of the new heaven and the new earth, as found in Revelation 21-22. He said, in part:—

"If we know what the Lord will do for us in the future, then we know what he will do today. If we know what he will do in the everlasting ages, then we know what he will do during the present hour. His purposes toward us always remain the same, they are ever for our good. We rejoice tonight that we are permitted to be here at the dedication of this new house, and we see in this building something of his bountifulness. A few years ago we had no school, no food factory, no sanitarium here; and even one year ago there was nothing where this well constructed house now stands. But what we now see, these buildings and cultivated gardens, these workshops, these rooms for the care of the sick, this institution for the educa-

tion of workers who are to go out to the ends of the world with the everlasting gospel, and the young men and women who have given their lives for this service,—all these came from the hand of our Father; he has given us everything.

"The most important thing is not the fact that God has promised for us a new heaven and a new earth, a beautiful city with golden streets and pearly gates and foundations of precious stones. That which concerns us now is not the promise that he will then dwell with us and accompany us to the millions of worlds which today are beyond the range of the most powerful telescope, opening up to us new beauties in every corner of the great universe of our Father's house, and revealing to us the secrets of his creative power as manifested in those things which he has made—deep, hidden secrets of nature, that baffle the knowledge of the most astute scientist, which are beyond the reach of the most profound philosopher the world has ever seen. These things are not of the greatest moment to us at this time, but we are especially anxious that we shall deal wisely with the question that comes to us in reference to the carrying out of his everlasting purpose for our world—the proclamation of the gospel as the power of God unto salvation to every one that will receive him. I have but recently thought of how few there are who are really true to him. I say to you that God has laid upon us a solemn work. These young people, many of whom are from other lands, must be thoroughly educated to present the message with power. God has given us the privilege of helping them, and we must discharge this duty as unto him."

This new building is a three-story brick structure, with tile roof. Although intended for a dormitory ultimately, it is used as a school building as well, comfortably accommodating the students now in attendance. When the growth of the work demands it, an addition can be easily erected adjoining the north side. The structure will cost nearly \$10,000.

In this connection we wish to express to

our brethren and sisters in America, especially our German friends, appreciation for the help they have rendered Friedensau through the circulation of "Christ's Object Lessons." We trust they will keep this work in mind, as the school in Friedensau is a training center for the work of the entire German Union field—a field that contains about three and a half times as many people as there are in the United States.

"Christ's Object Lessons" Campaign

When the March ADVOCATE went to press, the students of Emmanuel Missionary College were in the midst of the campaign for the sale of "Christ's Object Lessons." It was the first experience in the history of the educational work when the students as a body had volunteered to lay aside school duties and canvass for means to continue the erection of school buildings.

Ten days were spent in the West Michigan Conference. Elder Haughey wrote: "We are well pleased with the results of the work thus far reported."

Ten days or two weeks was spent in the East Michigan Conference. On February 25th the student body returned to the school. Ringing testimonies characterized the jubilee meeting held Thursday, February 26th.

Eld. Allen Moon, president of the Northern Illinois Conference, was present. He had come for help, and was given an opportunity to plead in behalf of his state. The following day twenty students accompanied him to Chicago, and from there they were distributed through northern Illinois.

The experience in Michigan was rewarded in Illinois. The Lord blessed the company. One young woman who previous to the campaign was so timid that a few hours' canvass almost prostrated her, returned with a story of the wonderful goodness of God. The last day she was out she sold or took orders for seventeen books in one of the suburbs of Chicago.

The influence of the campaign is given in the following by a physician: "The fame of the 'Christ's Object Lessons' campaign

has spread far and near, and is doing much to inspire others to work."

"I think," writes H. A. Washburn, principal of Woodland Industrial Academy, "that your 'Object Lessons' campaign is one of the most wonderful accomplishments that I have ever seen in our school work. Our hearts have gone out to the students of the Emmanuel Missionary College as we have read the reports of their work, and we cannot but feel that strong workers who will be a great help to the cause of God are being developed. We remember them in our prayers, both as a faculty and as a school. They do not know what a thrill of inspiration they are giving to those who are observing their work. We are especially glad to note the words of cheer from those who are persevering in the work despite little apparent success in selling books. We are sure they are gaining a good experience, and that this will qualify them to be a great strength to us when they come forth as teachers, ministers, or workers in other capacities."

Eld. W. C. White wrote: "I have been reading the daily *Bulletins* reporting the work of the students in the 'Object Lessons' campaign. These *Bulletins* are deeply interesting, and they show that there is a work in progress which is accomplishing much. It is distributing a valuable book; it is bringing money to the school; but, more than this, it is acquainting the students with the field and its needs, and it is giving them an experience and a confidence which will be of great value to them as laborers. I pray for the success of this campaign, in all its features, but especially that it may be the means of training the students to become intelligent and successful workers in the Master's vineyard."

THE manager of the Pacific Press Publishing Company says: "I hear your school is in the midst of an Object Lessons campaign. I rejoice to hear of your good success and the influence this effort is having upon our people, as well as upon those not of our faith. I trust that this may be the beginning of a revival of the canvassing work among us. You are certainly setting a

good example, and I hope it may be followed by others. I wish that our entire office force might engage in the same work for a few days." E. A. S.

"OUR school is progressing," writes Archer Wright of Galesburg, Illinois. "The true missionary spirit is growing among the pupils. I have witnessed some things during the last week that greatly encouraged me. We are praying every day that we may find other children whom we can take into our school to receive Christian education. I shall order more *Life Boats* today. We have precious experiences in selling them, that repay for all the effort put forth. I held a Bible reading with a man whom I met while canvassing the other day. He was so interested that I could hardly get away. Honest seekers after truth are crying for the message, and they want it quickly."

IN the recent campaign for the sale of "Christ's Object Lessons," not only the students of Emmanuel Missionary College had a part, but in a number of places children in the primary schools begged to be allowed to canvass, and their efforts were attended with success. This shows the force which attends a strong missionary spirit in a training school, and shows that we have reached the time when even the little children may be used to spread the gospel. Brother Baird, while canvassing in west Michigan, found a fatherless boy who begged to have a chance to canvass. The little fellow is less than eleven years old, but in one day he sold seven "Gospel Primers" and several *Life Boats*.

A NEW YORK business man is meeting the expenses of a student in Emmanuel Missionary College. Following are the conditions upon which he does this: 1. That the young man obeys all the rules of the College and observes strict vegetarian and food dietary. 2. That he shall pursue the study of hygiene, with the view to becoming a medical missionary.

PUBLISHERS' PAGE

The Story of Daniel the Prophet

Subscription, single copy, 50 cents per year

In clubs of two or more to one address, 40 cents.

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

Address all communications and make all checks payable to THE ADVOCATE, Berrien Springs, Mich.

The March Advocate

Orders for the March Advocate continued to reach the office long after the time stipulated for the close of receiving orders. The effort to place a copy of the journal in the hands of public school teachers of the country was a novel one and apparently it appealed strongly to the friends of Christian education. In addition to the regular monthly edition, over forty thousand copies of the March Advocate were printed. This kept the presses busy far into the month of March, and some who had ordered clubs did not receive them for some time after the regular time for mailing.

With this issue of the Advocate, work was begun on the new Miehle press, which was presented to the office by Brethren Worth and Donelson, of Chicago. There is every reason for encouragement, for the work of Christian education is growing. These are but a few of the indications of the life which pervades this cause.

Dr. Chilian B. Allen, author of "The Man Wonderful in the House Beautiful," writes, "I am up with the robins this beautiful morning to reply to the Advocate, which came last night. I read it carefully, with interest and pleasure. I can now better understand why Battle Creek College was moved to a new location. You are placing the rock foundation of successful work. You are returning to nature, and many thousands will learn to thank you for the undertaking."

You ask my candid opinion of the March Advocate. I like it very much indeed. There is nothing in it that I would have left out. I believe it will do a great deal of good in the hands of our public school teachers. Lottie Farrell.

I am well pleased with the March issue of the Advocate, and feel sure that it will be read with interest and profit by many who are in the educational work. I shall do all that I possibly can to make the work with the Advocate prominent in our conference. E. K. Slade.

The Advocate is a magazine most valuable to all who are interested along educational lines. The more I ponder its pages the more I see the necessity of putting forth an effort in behalf of its circulation. Hattie E. Ohm, Fargo, N. D.

"I am thankful for the courage which I receive through the Advocate," writes Mrs. R. N. Hazelton.

On another page there appears the beautiful picture of a Hebrew mother instructing her children from the scrolls of the prophets. Daniel was thus taught, and we have in the Christian home, and in the primary Christian school, a repetition of this scene. Teachers who wish a book dealing with the book of Daniel and related prophecies, should place in the hands of their pupils the "Story of Daniel the Prophet," by Eld. S. N. Haskell. The book has recently been revised and illustrated. Price, postpaid, 75c. Address, The Advocate Pub. Co., Berrien Springs, Mich.

The Boggstown Industrial School has issued its summer announcement. The young people of Indiana will be interested in this. This industrial academy was opened last fall in temporary quarters in the village of Boggstown. Permanent buildings are in process of erection, and the school work for the summer will be conducted on the school farm. For information, address, Benjamin F. Machlan, principal, Boggstown, Ind.

The Life Boat. The April issue of the *Life Boat* is a special prisoners' number. The publishers plan to send a copy of this issue to the governor of each state, and other state officials, and to all members of legislatures; and in order to do this, they solicit the help of those who recognize the mission of the *Life Boat*. Order copies for personal use, or send donations to David Paulson, M. D., 26 33d Place, Chicago, Ill.

The Bible Training School is a sixteen-page monthly journal, devoted to the interests of house-to-house Bible work. It is published in connection with the Bible Training School conducted in Brooklyn by Eld. S. N. Haskell. Teachers will find this a practical aid in their work. Price, 25 cents per year. Address, Bible Training School, 896 Eighth ave., New York City.

How to Make Missionaries is a twenty-four page tract which should be read by every teacher and to the children in every Christian school. Then the children should be encouraged to scatter it broadcast that others may know that the world is to be evangelized by the education of the children. Price, \$1.00 per hundred. Address, The Advocate Pub. Co., Berrien Springs, Mich.

A Correction. In the February issue of the Advocate, the poem entitled "If You Love Them Tell Them So," was wrongly attributed to Asa Smith. Mr. Smith is the author of the music to which these words are sung; but the author of the words is not known. We gladly make this correction.

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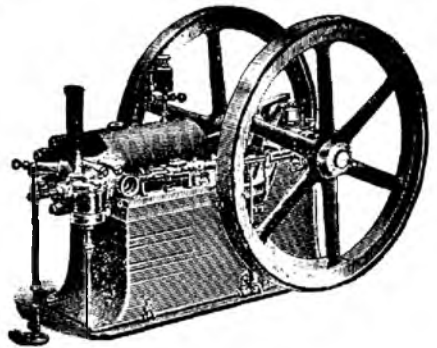
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