

Education is the harmonious development of the physical, the mental, and the spiritual powers.

“Manual training is deserving of far more attention than it has received. Multitudes of our boys would thus be kept from the street corner and the groggery.”



LET THEM THE TEACHERS OF ISRAEL AND UNDOUBTEDLY PUT THESE THINGS BY

The Advocate of Christian Education

Editorials

Christian Education a Birthright. Our Printing Plant. A Personal Experience. Young People's Conventions.

With the Teachers

Poems. Did you Understand? Do It Now. Methods of History Teaching. Methods in Arithmetic. Music in the Schoolroom.

Educational World

Educational Value of Domestic Science. Tuskegee Normal and Industrial Institute. Get Out of the Cities. City Life is Artificial.

Progress Department

Uniting the Sabbath School and the Day School. Bethel Industrial School. Berrien Springs School Idea. Iowa Industrial Academy.

Publisher's Page

January, 1904

Vol. VI
No. 1

50c a Year
5c a Copy



“Let students be placed where nature can speak to the senses, and in her voice they may hear the voice of God.”

Gardens, workshops, and baths cost less than hospitals and reformatories.

THE MISSIONARY TRAINING SCHOOL OF CORRESPONDENCE

THREE WAYS TO GET AN EDUCATION:

1. Text-book study, unaided by an instructor.
2. As resident student in some educational institution.
3. By correspondence.

The first method is often tried, but seldom proves a success.

The second presents financial difficulties too great for some to surmount.

The third is a boon to the multitudes.

Have you been called to a work? Then at least begin your preparation by a course in the **Missionary Training School of Correspondence.**

WORDS FROM STUDENTS.

"The lessons are interesting and instructive. I only wish I could devote more time to the study."

"I am especially pleased with the practical applications made in the Bible lessons."

"I did not know before that the Bible is such an interesting book."

"The Correspondence Course is just the thing for teachers."

"I heartily favor the plan. From personal correspondence with several hundred young people in this state (California) I know it is just the thing needed."

"I have never seen a system of Bible study so thorough and so well adapted to the needs of both young and old."

"I have great faith in such a course by correspondence for those who are really anxious to learn."

FOR FULL INFORMATION, ADDRESS,

THE MISSIONARY TRAINING SCHOOL OF CORRESPONDENCE,
BERRIEN SPRINGS, MICH.

Thirteenth Chapter of First Corinthians—The Teachers' Guide

"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."

START A SCHOOL LIBRARY

Every school ought to have a library, as good a library as it can get. You may not be able to secure at once all the valuable works which will make your library what you wish, but the adding of a book now and then, if done judiciously, will result in time in a well balanced library. You ought to have those most needed first. Be sure to *make a good beginning*.

The Advocate Will Help You.

We offer as premiums several books which every school needs. Look at our list, then set to work in earnest.

As a work of reference, you need an unabridged dictionary. We have made arrangements to furnish a new edition of Webster's Unabridged Dictionary, containing a supplement which brings it fully up to date. Bound in full tan sheep with double thumb index, size 11 x 9 $\frac{1}{4}$ x 4 inches. We will send you—

Webster's Unabridged Dictionary for 35 yearly subscriptions to the Advocate.

Physiology is to be made the basis of every educational effort. As a book of reference in physiology and hygiene, there is no other work to compare with "The Home Hand Book of Hygiene and Rational Medicine," by Dr. J. H. Kellogg. It should be upon your shelves. We will send you—

Dr. Kellogg's "Home Hand-Book" for 40 yearly subscriptions to the Advocate.

Let the children go to work taking subscriptions. Every parent will subscribe for the double purpose of bringing the ADVOCATE into the home and beginning a good library for the school. From teachers, from merchants, from farmers, from all craftsmen and all laborers who are interested in the education of their children, you can get orders.

We shall offer additional books as premiums later. **Keep up with the list.**

Send at once for subscription blanks.

Address,

THE ADVOCATE PUBLISHING CO.
Berrien Springs, Mich.

THE ADVOCATE

of Christian Education

Vol. VI.

BERRIEN SPRINGS, MICH., JANUARY, 1904

No. 1.

A Journal of Education

Advocating free Christian training for every child and youth as a means of preparing missionaries for the speedy evangelization of the world

Published Monthly, at Berrien Springs, Michigan

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

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

“AN active and sympathetic spirit is always present in the successful teacher.”

* * *

“IN the highest sense, the work of education and the work of redemption are one.”

* * *

“The most important educational problem before America today is the rural school problem.”

* * *

“IT is a mistake to put into the hands of the youth books which puzzle and confuse them, a study of which cannot fail to mix things in their minds.”

* * *

“UNDER changed condition true education is still conformed to the Creator's plan, the

plan of the Eden school. The great principles of education are unchanged.”

* * *

“WHEN the child seeks to get nearest to his father, above every other person, he shows his love, his faith, and his perfect trust. And in the father's wisdom and strength the child rests in safety. So with the children of God.”

* * *

“SHALL we cultivate a deep hunger for the production of learned authors, and disregard the Word of God? It is this great longing for something they never ought to crave that makes men substitute for knowledge that which can not make them wise unto salvation.”

* * *

“THE boy who has grown up with neither education nor religion is the man who sinks into the brute, who dies drunk in the gutter, or is lynched. But the boy who is given education without religion is the intelligent, skilled, and more dangerous criminal. The three R's never saved any man's soul.”

CHRISTIAN EDUCATION A BIRTHRIGHT

Every child is born with a right to be well educated. It is through the influence of Christianity that our government provides a universal system for secular education. But the spirit of Christianity is broader than this. It not only provides for the child an education in material things, but it gives each individual the right to a Christian training. Christian education cannot be given by the secular schools. The reason why has been well explained by Dr. Harris, U. S. Commissioner of Educa-

tion, from whose writings extracts have often appeared in the *ADVOCATE*.

Since the secular schools cannot give Christian training, Christians are led to ask where their children can receive the proper education. “In the home,” says the theorist, and his answer would be right were the homes of today what they might be, and what it is the purpose of God for them to be.

But since children do not receive a complete training in their homes, it has been

necessary to create a system of Christian schools. Why any Christian should hesitate to co-operate in the movement of maintaining Christian schools, is unexplainable. It must be due to ignorance of the real value of child life and of the importance of early training.

Rebecca Harding Davis says with truth, "The boy who has grown up with neither education nor religion, is the man who sinks into the brute, who dies in the gutter or is lynched; but the boy who is given education without religion is the intelligent, skilled, and more dangerous criminal. The three R's never saved a man's soul."

Christian training is the birthright of every child. Nevertheless Christians must look elsewhere than to the secular schools to obtain this training. The thoughts expressed by Mrs. Davis should impress upon the mind of every Christian the importance of maintaining schools whose right it is to give that Christian training which every child should have. This subject is now prominent in the minds of educators. Is there not a reason for this? Should we not find in this one of the signs of the times, and is it not true that those who are awake to the times will recognize in the present the time of all times for establishing Christian schools?

OUR PRINTING PLANT

A part of educational reform, and no small part either, will be accomplished through the publication of literature. Every training school should have connected with it a printing office, and in that office missionary printers should be educated. Not only in this country, but in foreign fields, a printing plant is one essential feature of missionary work.

Only recently Rev. J. C. Lawson, a missionary in India, who is training native workers to spread the gospel, wrote to Emmanuel Missionary College asking how the institution trains workers. "Tell me of your course of study, and of your methods. We need Christian printers in India." And of course he was told of our printing plant in which we, too, are training workers.

It is not a costly plant; in fact, the facilities are extremely limited, but the men who work in the office are Christians who have caught a glimpse of the great work to be done. Having a definite aim and mission is what constitutes one a missionary. Such workers are to be found in our printing office. This missionary spirit is manifested in many ways.

The office has passed through a struggle in obtaining machinery, and what it has not been able to purchase or induce friends to donate is made by the printers themselves.

Last winter a large press was donated by friends of the enterprise. Only a few days ago a check for \$75 came, and the accompanying letter said, "I felt that you were in need of means, so I send you what I can spare at present."

It is only recently that the publication of books has been undertaken, Bible Reader No. 1 representing the initial step. Text-books for the children in Christian schools have been called for from all quarters. The Advocate office workers felt that in the publication of these books lay an unentered field, a field which very naturally belongs to a plant connected with an educational institution. In order to do book work, new type was purchased, a photo-engraving outfit was installed, and also a bindery.

One needs to listen to the story as told by those who have worked under many disadvantages, to understand the spirit which pervades the office. "I have given my life to the work, and I feel that I am just as much in the Lord's work as if I were in the heart of Africa," said one of the men the other day.

Students in the printing office are not treated as are the employees in great concerns where men and women spend a lifetime folding or gathering, stitching or typesetting, as the case may be. The office is a school where students are trained in all departments of work, so that when a call comes they will be able to handle all the work, and not merely to fill a place in one department.

M. B. D.

"Faith often grows fatest in the absence of happy feeling."

A PERSONAL EXPERIENCE

The articles concerning country life which have appeared in previous issues of the *ADVOCATE* have awakened thought. Correspondence has been invited, and as a result some most interesting facts have been given. One of the letters received reads as follows:—

"I have been interested in the articles concerning country life, and I feel impressed to write a few lines on the subject. I am fully satisfied that the time has come for an exodus from the cities. I know from experience that five or ten acres of land will furnish employment and a comfortable living for a family of ordinary size. Let me relate my own experience.

"Last summer I sold three hundred and twenty-eight dollars' worth of strawberries from one acre. I used no fertilizer whatever, and a portion of the land on which the berries grew was considered too poor to raise a crop of corn or other grain. I know that with better soil and proper cultivation I could do much more.

"I have also done well with bees. I made a clear profit of over ten dollars on each colony this year, besides doubling my number of colonies. Many bees can be kept on a small place, and they will yield a steady income.

"Poultry raising is also profitable for a small land owner. If two or three acres can be spared for pasture, a cow and a horse can add much to the pleasures as well as profit of a small farmer.

"I should like to see a few families locate in a suitable place near a good market where each could cultivate five or ten acres of land. They could then build a church and have a school for the children, and make their little farms as near like the new earth as possible. Some could canvass, and other missionary work could occupy the spare time. I do not believe in a large number living together, for this would repeat the experience of the city."

A cordial invitation to correspond is extended to all who are interested in this problem. Those living in the cities who would be glad to move into some country

place can be put in correspondence with those living in the country who are willing to help start an exodus.

THE *ADVOCATE* FOR 1904

With this issue the *ADVOCATE* begins the sixth year of its existence. It is a paper with a mission. Free Christian training for every child is the key note of its message.

As the coming year bids fair to witness still greater enthusiasm over educational questions, the work of the *ADVOCATE* increases rather than diminishes.

It has been the forerunner of many a Christian school; it is the teacher's friend after the school is organized.

In its work of proclaiming free Christian training, with all that that implies, the hearty co-operation of every friend of Christian education is invited.

A limited number of the subjects which will be discussed during the year, appear on the fourth cover page of this issue.

YOUNG PEOPLE'S CONVENTION

One author has made the forcible statement that "from the beginning of human life the child has been the pivot on which history and institutions and religion have swung."

Sometimes we have been in danger of throwing away this pivot, but the news of the recent young people's conventions is like the sound of a going in the tops of the mulberry-trees.

Let such meetings be frequent; let the young people know that there is work for them. God calls them to service. Let us have consecration meetings; let us study the foreign fields; and let us study the needs of our own home field. It is a noble act, the giving of one's life for the salvation of the heathen of Africa or India; but is the soul of a child in America any less valuable? What about the children in our own churches? Let our young people give themselves to the work of teaching, to the medical missionary work, to the canvassing work, to the ministry.

God bless the young people as they meet to study. May his spirit teach their hearts, and lead to a consecration of their lives to needy fields.

IN THE EDUCATIONAL WORLD

MRS. RORER ON THE EDUCATIONAL VALUE OF DOMESTIC SCIENCE

I believe that domestic science should be put into the primary schools. Little children are plastic, and follow directions carefully and closely, and can be taught easily to use their hands. Thus, they become accurate. Fine handwork and high mentality are usually found closely allied. Whatever raises the school life improves home life.

Domestic science must be practical; it is a twin brother to medicine, and who would employ a physician or call him educated who had not had some experience in the practice as well as the study of medicine. Reading, however, is an old method of education, and bad traditions die hard. Head work rather than hand work has for years been looked upon as education. Our teachers were simply hearers of recitations. This, with the correcting of notes, is not a difficult task, and does not call for a high type of teaching.

The importance of domestic science for girls has been thoroughly demonstrated in the public schools of New York. Many children at the age of nine or ten, who have the care of younger members of the family while the mother is earning the bread, are home-makers, and perform the duties with greater ease than much older people who have not had the training. They put into practice at home scientific ways which they have been taught at school. From an educational standpoint the child must be taught to cook as well as to ventilate, decorate, and furnish her house, for after all, her life work is the building of humanity. She is to be the mother of men, and is responsible for their character and health. She must first create the animal, then train and implant ideals, and one cannot cultivate morality on badly cooked foods, served in a cold and unattractive house.

Let us, then, prepare our girls for their life-work, and let this work be a part of our public school system. Men are prepared

at college for their chosen professions. Why not women? How many women, when they leave college, are truly prepared for the duties that by nature they must perform,—those of wife and mother? Please, let us learn as women to be homemakers in a scientific way. Let us learn to manage our houses on business principles, that we may be masters of the situation. When we have succeeded in doing this well, then perhaps we may step out into other fields. But it is my firm belief that the highest position on earth has been given to women—that of caring for and rearing mankind.—*Chicago Tribune.*

TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE

There are two distinctly opposite systems of education in the South, at the head of one of which stands Booker T. Washington, principal of the Tuskegee Normal and Industrial Institute. Mr. Washington is a strong advocate of industrial training for the negro. He has recently issued an annual report describing the work of the institution over which he presides.

During the present year the Institute has had an enrollment of 1,550 students, and the average attendance has been 1,441. These, of course, do not include the 248 children in the model school, nor the 128 students in the night school and afternoon cooking classes.

Among the industries taught in addition to the regular academic, religious, and moral training, are agriculture, basketry, blacksmithing, bee-keeping, brick masonry, plastering, brickmaking, carpentry, carriage trimming, cooking, tailoring, architectural, free-hand, and mechanical drawing, painting, electrical and steam engineering, harness-making, caning, shoemaking, printing, wheelwrighting, laundering, sewing, and all the domestic arts and sciences.

In his report Mr. Washington states that the school manufactured 2,900,000 bricks during the past twelve months; 1,367 garments of various kinds were made in the tailor shop; 541,837 pieces were laundered in the laundry division by the girls.

The action taken in many of the Southern states dividing the school fund in proportion to the taxes paid by each race, has an influence which works against the negro's growing up on the soil. It sends him into the cities. Tuskegee attempts to correct this by supplying teachers in the country districts. Mr. Washington's idea is thus expressed, "A good school, in my opinion, would add fifty per cent. to the price of farming lands, because it would soon stop, in large measure, the exodus of the colored people to the cities."

TRAINING HUNDREDS TO TRAIN THOUSANDS

Mr. Washington expresses the spirit of the Institute in the following language:—

"The most economical and helpful thing for an institution like the Tuskegee Institute to do is, in the first place, to make all forms of labor dignified, and then to train men and women as industrial teachers and workers, who will go out as leaders in public and private schools, and prepare others for the more direct work to which I have referred. If, for example, we can prepare a woman who is able to go to Atlanta, and establish a training school for house service, we are doing a much wiser and more economical thing than in trying to put girls into any larger number of homes in Atlanta. If we can train one man, as we have done, who will go into Louisiana and teach farming to fifty students, or another to manage a farm or dairy, where many others will be trained by him, we are rendering much more effective service to agriculture than by trying to send out individual farm hands. We are training hundreds to train thousands."

AGRICULTURAL TRAINING

On the development of the agricultural department, Mr. Washington says:—

"Agriculture is the one industry that we

plan to make stand out more prominently; more and more, we expect to base much of our other training upon this fundamental industry. There are two reasons why we have not been able to send out as many students from our agricultural department as we have desired:—

"First, in the earlier years of the school, agriculture was the industry most disliked by the students and their parents. It required nearly ten years to overcome this opposition.

"Secondly, because of the fact that nearly all of the buildings upon the grounds, some sixty-two in number, have been erected by student labor, the building or mechanical trades have been specially emphasized. As soon as the building period somewhat passes, we shall be able to turn out a large number skilled in all the branches of agriculture."

INFLUENCE OF THE SCHOOL

"A rather careful examination shows that, counting those who have finished the full course, together with those who have remained here long enough to enable them to get something of the spirit and method of the school, we have sent into the world since 1881, quite six thousand men and women who are doing good, strong, effective work for their fellows and their country. I think I am quite safe in saying, that after a careful inquiry, not more than ten per cent. of those receiving our diplomas or certificates can be found in idleness during any season of the year. If a student teaches school during a portion of the year, he either farms or works at his trade the remainder of the time.

"A very large proportion of our students are compelled by reason of the poverty of their parents or others dependent upon them, to leave school before completing the full course; and then, too, any school that teaches trades has to face the fact that even a little training in a trade increases the economic value of the individual, and puts him in demand often at wages three times as large as he could get before beginning his training. This fact prompts a large

percentage of the students not to remain to finish the full course. Nevertheless, it is a gratifying fact to note that a careful inquiry by letter, visits, etc., reveals that in nearly every case where a student has spent as much as six months at the institution, it has been the means in a large degree of revolutionizing his life. We are constantly surprised at finding students, whom we had almost forgotten, engaged in doing effective work as teachers, farmers, mechanics, or housekeepers, and in other forms of labor."

WORKING TOWARD THE COUNTRY

"From the first it has been a part of the work of Tuskegee Institute to try to reach and help the colored people in the country districts. We have sought to do this in two ways: first, by encouraging the students from the rural districts to enter the school; and second, by emphasizing in the school those branches of education that would naturally keep the student at home and in sympathy with agricultural life. In carrying out our purpose, I think we have been reasonably successful, as the number of our graduates or former students now at work in the country districts, will testify.

"Let us all pray the great Father that the more abundant our success, the harder we shall work and the more humble we shall grow, and resolve to keep true to the simple, cardinal principles which we have tried to practice from the beginning."

GET OUT OF THE CITIES

The Chicago *Tribune* (Dec. 15,) contained the following, which needs no comment:—

PLANS FOR AFFORDING URBAN RESIDENTS CHANCES TO ACQUIRE COUNTRY HOMES DISCUSSED AT BANQUET

Plans for affording the poorer residents of crowded cities a chance to acquire farms and homes for themselves in the country were discussed last night at a banquet given the advisory committee of the Field and Workshop Society at the Auditorium. Organized last June, the society has for its object the formation of branch institutions

in every large city, and the placing of bonds needed for the purchase of lands, tools, and seed, with railroads and other interested industrial enterprises.

The keynote of several addresses was:—

"Get away from the cities—their crime and their strenuous life—and into the country, where the best citizens are produced."

"I don't believe any one ought to live in the city if he can get out of it," said Frank O. Lowden, who was introduced as a worthy representative of the farming class. "With five acres of land and ordinary intelligence a man in any part of this great Mississippi valley is more than the equal of the most fashionable person who walks the streets of Chicago."

Judge Marcus Kavanagh declared that the country was the best nursery for manhood and womanhood because it was there that the virtues and few of the vices were found."

Other speakers were Judge Richard S. Tuthill, Mrs. Warren Springer, Prof. Wilbur Jackman, Prof. O. J. Milliken, H. C. Lytton, and Raymond Robbins.

The society will hold a general session in Washington before the adjournment of Congress.

CITY LIFE IS ARTIFICIAL

What does a city youth see or hear that is wholly natural? The rattle of cars and heavy wagons over the pavements, the screeching of whistles, and the roar of machinery are all artificial, unnatural sounds, and they are dinned into his ears from birth until death. He rarely listens to the myriad voices of nature, the song of birds, the babbling of brooks, or the souging of the wind in the pines. In cities all the objects seen are artificial, and all the lines are masses of bricks, stones, and mortar, formed into sharp angles which obtrude everywhere, instead of the graceful curve of streams, hillsides, and foliage. What beauty exists is man-made and conventional; and all this—in America, at least,—is yet so rare, so mixed with ugliness, that it must be sought diligently to be found.—*Success.*

WITH THE TEACHERS

THE FAD OF HOMEWORK

I saw a boy, a little boy,
 But ten (or scarcely more),
 Come staggering home beneath a weight
 Of text-books that he bore.
 In school from nine to three he toiled;
 From seven to nine in tears
 He fagged at "home-work" sleepily—
 This boy of tender years.

"What do you learn, O little boy?"
 He answered dolefully,
 "Why history, word analysis,
 Advanced geography,
 Mythology and language,
 And art and music—well,
 And physics and arithmetic—
 Of course we read and spell."

"When do you play, O little boy,
 Of years and text books ten?"
 "'Bout half an hour, because I've got
 To do my 'home-work' then."
 His head was large, his face was pale;
 I wonder how the nation
 (Whose hope he was) could ever use
 This slave of education!

—*Ella M. Sexton, in the Examiner.*

MUSIC EVERYWHERE

There is music in the heavens
 Where the rich vibrations ring
 Back from all the circling systems
 To the great eternal King.
 There is music in the whisper
 Of the breezes as they pass,
 And the tinkle of the rain drops
 As they come to cheer the grass.

There is music in the lowing
 Of the home-returning herd,
 Just as well as in the trilling
 Of the cage-imprisoned bird.
 There is music in the sighing
 Of the night wind through the bush,
 Just as well as in the warble
 Of the robin or the thrush

There is music in the thunder.
 And the diapason roar
 Of the mighty swells of ocean
 As they kiss the rocky shore.
 When the soul is tuned with nature
 There is music in the air;
 When the heart is making music,
 Music echoes everywhere.

—*Geo. H. Snyder.*

DID YOU UNDERSTAND?

BY A. W. SPAULDING

While reading the December *ADVOCATE* with a teacher, I was led to ask her questions now and again, to see how exact were the ideas being gained from the articles perused. The result led me to wonder how general might be the habit of reading casually, without taxing the mind to understand or to remember. How far may such a course be responsible for the torpidity shown by many whom the reading of strong, stirring truths should inspire to activity in practice and intelligent teaching?

Following are a few questions which you might do well to answer to yourself, seeking the help of the dictionary, the cyclo-pedia, and other works. The page references are to the last number of the *ADVOCATE*.

Where was born the idea of trade unionism? P. 356.

What lesson have you learned from

pages 356 and 357 of the importance of manual training in missionary effort, and of the proper manner of its conduct?

How have you applied the principle of instruction discussed in "Schools in the Country"? P. 358.

After reading the second paragraph on page 360, substitute for the negative statement a positive statement of what four things the system criticised does develop.

Enumerate some of the advantages of study by correspondence. What principles contained in these statements can you apply to your own methods of teaching? P. 363.

Put your finger on the map where the first Sunday school, so known, was established. P. 364.

What relation do you conceive the Sabbath school to hold to week-day instruc-

tion? Have you systematized the plan, and begun to put it into operation? P. 364.

Support by proof the statement that, "These industrial schools . . . were the great evangelizing agency in the Jewish nation." P. 375.

Where in Greek architecture is seen a trace of the Jewish model? P. 375.

Make clear to yourself the logic of paragraph (h). P. 376.

Have you studied the maps to understand the article entitled, "A Lesson in Geography"? P. 377.

What is the Levant? Describe completely and exactly. P. 379.

Does the expression, "*tersely* put," refer to the length or to the beauty of the statement so described? P. 354.

Why is the word "dissevered" used instead of the word "severed" in the thirty-first line, page 358?

What kind of specialist is an "itinerant agricultural specialist"? P. 358.

What is an artificer? Distinguish from artist. P. 360.

Define the following words, found in, "A Criticism of Popular School Methods," page 360: menial, inculcating, disdain, handicrafts, eventuates, augmentation, imbue, mercenary, impregnated, radically, fundamentally, exaggerated, notion (as distinguished from idea), ethical, initiative, infraction.

What is a "city bridewell"? P. 360.

Is an injunction a direction or a command? How forcible is the term? P. 364.

What is *apostacy*? P. 376.

Express in other terms, "The fall of the nation was imminent." P. 375.

What is "a chronological chart"? P. 376.

What is meant by "the *intrinsic* value of history"? P. 377.

What is a mosque? P. 378.

DO IT NOW

BY LOTTIE FARRELL

"Now is the accepted time." These words came forcibly to my mind while reading a letter from a Christian teacher who is located in one of our large cities, and I sent up a heartfelt prayer that God

would give me a heart to respond to his mercies as this little girl did. I quote from the letter:—

"We all went to the Bay for an outing last Tuesday. It was a beautiful day, and we had a very pleasant time. We also visited the green-house. We sat down on the grass and sang a little, and had a little talk just before coming away, and I told them I hoped we should all remember to thank God for our happy day, and for all the beautiful things we had seen. One little girl said, 'Let's pray now, and thank him for everything.' I had thought of it, but did not suppose they would mention it. Each one had something he wished especially to say 'Thank you' for, so we bowed our heads and gave heartfelt thanks to the Giver of every good and perfect gift."

Oh for the heart of the little child that would not keep the good Father waiting for an acknowledgement of his mercies, but would give it *now*. Is not this an example worthy of our imitation, dear teachers? Has the Lord especially blessed in our work, and revealed himself as a prayer-hearing and prayer-answering God? Let us thank him now. Has he sent us a disguised blessing, commonly called a trial? Thank him *now*, and thus learn to "rejoice alway."

Have you promised yourself and the Lord that you would fit yourself for more efficient work by carrying on some line of study for self-improvement? Do it *now*. Write this very day to Berrien Springs to the Correspondence School, and enroll as a member. By so doing you will begin one of the best series of Bible lessons that has ever been written, and you will learn to study the Bible in the most satisfactory way. Then interest every one around you in these lessons. Get them to study with you, and thus share the blessing. This is missionary work of the highest order. Do it *now*.

Bethel, Wis.

Do'st thou love life? Then do not squander time; for that is the stuff life is made of.—*Franklin*.

METHODS OF HISTORY TEACHING

BY M. BESSIE DE GRAW

It is impossible in the limited space allotted to this subject this month, to take even a glimpse at the subject-matter with which a teacher of a class of seventh grade pupils should begin her work in United States history.

The world is full of books on history, but I know of no text-book which will give the Christian teacher exactly the matter she needs, and that matter in such form that she can use it at first hand. Every teacher should have a definite object in her own mind. She should understand the great work which God has committed to the human race, and which it has been the privilege of church and of nation to accomplish. Understanding this, she has a thread of truth and divine philosophy, around which all the facts of history may be clustered. As a guide in the study of any nation the following suggestive outline is given:—

PLAN OF STUDY

1. Geographical location, physical conditions, river systems, flora, fauna, etc., and the effects of each upon the inhabitants.
2. Educational system.
 - (a) Is it Christian or secular?
 - (b) What attention is given to industrial training, mental discipline, and moral training?
 - (c) Where were the schools located?
 - (d) If there was a system of schools, describe it.
3. The religion.
 - (a) Protestant, papal, or pagan?
 - (b) Methods of evangelization.
4. Government.
 - (a) Form of.
 - (b) Methods of operating.
 - (c) Effects on other people.
 - (d) Development of.
5. Social conditions.
 - (a) Home life.
 - (b) Relation of parents to children.
 - (c) Houses, food, clothing.
 - (d) Occupations.
 - (e) The relation of capital and labor.

(f) Agricultural pursuits, importance of.

(g) Manufacturies, products of.

(h) City and country life,—which prevailed?

(i) Modes of travel, etc.

6. Relation to other peoples.

(a) Commercial intercourse.

(b) The nature of the missionary work done.

(c) If studying some other country than the United States, compare with the experiences of the people in this country.

SIMPLE METHODS IN ARITHMETIC

Dr. Klemm, a u t h o r of "European Schools," describes the methods of a teacher in an obscure Prussian village in dealing with a class in mental arithmetic. He says:—

"The school was a regular country school. It contained about forty students of all ages between six and thirteen, nicely graded in four grades.

"One device particularly struck me. It was the use of paper squares of uniform size (six inches), but of different colors. These squares were perforated like sheets of postage-stamps, but so as to divide them into different parts, such as halves, thirds, fourths, etc. The squares were used to illustrate fractions, and both teacher and and pupils were liberally supplied with them. They had been procured at a paper-mill, and cut and perforated by a printer.

"The pupils learned the process of reduction, ascending and descending, very rapidly. The terms of one-third multiplied by two gave two-sixths, and it was done by folding the sheet of thirds so that each third was folded to make two of six equal parts of the whole. The opposite way was just as easily shown.

"The squares were of different color: halves, fourths, eighths, and sixteenths were pink; thirds, sixths, ninths, etc, green; fifths and tenths, yellow. This afforded an instant selection of a proper sheet when a problem was given out. The paper

had the thickness of ordinary writing paper, and the pupils could write on it with pencil or ink.

"One problem particularly interested me, since the pupils received no help whatever in its solution. I had given it out myself, prompted by a spirit of mischief. Example: multiply two-thirds by one-fourth. A few seconds sufficed for the brighter pupils to do the work in paper and on paper. Being asked to select a pupil to demonstrate this problem, I selected a sleepy looking youngster, who arose, and much to my surprise turned to me, saying:—

"You cannot multiply by a fraction, since multiplying means repeating. You cannot repeat fewer times than once; one-fourth not being even one, it is clear that you meant to say one-fourth of two-thirds. Now take a sheet of twelfths.' I did. 'Fold one-third under, leaving two-thirds of the sheet visible.' I did. 'Now fold the two-thirds into four equal strips. By thus dividing two-thirds, you also divide the third third folded under. You really divide each third into fourths, or the whole sheet into twelfths.' I did as instructed. 'Then one-fourth of two-thirds equals two-twelfths or one-sixth.' Thus spoke the youth and sat down.

"My admiration grew when examples in division were solved. The teacher, a thorough master of his profession, did little talking, but instead, permitted the children to work with hands, brains, and lips, not caring to repress whispering, knowing that this was the inevitable attendant of earnest work."

JACOB ABBOTT lays down the following fundamental rules for teachers and parents:

"When you consent, consent cordially.

"When you punish, punish good naturedly.

"Commend often.

"Never scold."

A faithful observance of these five concise and simple rules will bring success to every skillful teacher.

"Truth's shafts cannot be shot from cracked bows."

MUSIC IN THE SCHOOLROOM

"Give me the making of the songs of a people, and I care not who makes its laws."

The value of vocal music is forcibly stated by Horace Mann in the paragraphs which follow.

I. Vocal Music Promotes Health. It accomplishes this object directly, by the exercise which it gives to the lungs and other vital organs; and indirectly, by the cheerfulness and genial flow of spirits, which it is the especial prerogative of music to bestow.

Vocal music cannot be performed without an increased action of the lungs; and an increased action of the lungs necessarily causes an increased action of the heart and of all the organs of digestion and nutrition. The singer brings a greater quantity of air into contact with the blood. Hence the blood is better purified and vitalized.

Good blood gives more active and vigorous play to all the organs of absorption, assimilation, and excretion. The better these functions are performed, the purer and more ethereal will be the influences which ascend to the brain. The latter is an organ so exquisitely wrought, that its finest productions are dependent upon the healthfulness of the vital processes below.

The scientific physiologist can trace the effects of singing, from the lungs into the blood; from the blood into the processes of nutrition, and back again into the blood, and into the nerves; and finally from the whole vital tissue into the brain, to be there developed into the flower and fruit of cheerfulness, increased health, increased strength, and a prolonged life, just as easily and as certainly as a skilful manufacturer can trace a parcel of raw material which he puts into his machinery, through the successive stages of being broken down, cleansed, softened, changed into new forms, and made to evolve new qualities, until it comes out at last, a finished and perfect product. In both cases, there may be various conspiring or disturbing forces, tending to aid or to defeat the result, but still, from beginning to end, the connection

between cause and effect is as distinctly traceable, as is a broad white line running across a black surface.

In our climate the victims of consumption are a host. It is a formidable disease to males, and still more to females. About twenty per cent. of all the deaths that occur are caused by consumption; and this estimate includes infancy and childhood, as well as adult age. Restricting the computation to adult life, probably one-half or nearly one-half of all the deaths that occur are caused by this terrible disease alone. Vocal music, by exercising and strengthening the lungs, and by imparting gayety to the spirits, tends to diminish the number of that sad procession whom we daily see hastening to an early tomb.

2. Vocal Music Furnishes the Means of Intellectual Exercises. All musical tones have mathematical relations. Sounds swelling from the faintest to the loudest, or subsiding from the loudest until "there is no space 'twixt them and silence," are all capable of being expressed. The formulas, 2, 4, 8, 16, 32, 64, 128, etc., or 128, 64, 32, 16, 8, 4, 2, are no more significant, to the mathematician, of certain fixed, natural, unalterable relations between numbers, than the tones of musical chords are to the scientific musician. Hence the intellect can be exercised on the relations of tones, as well as on the numbers, quantities, or magnitudes of arithmetic, algebra, or geometry; and while music furnishes problems sufficient to task the profoundest mathematical genius that has ever existed, it also exhibits scientific relations so simple as to be within the schoolboy's comprehension. Music, therefore, has this remarkable property;—that it can address itself, with equal facility, either to the intellect or to the emotion,—to the head or to the heart,—tasking all the energies of the former, or gratefully responding to all the sentiments of the latter.

3. Social and Moral Influences of Music. "At Berlin," says Professor Stowe, "I visited an establishment for the reformation of youthful offenders. Here boys are

placed who have committed offences that bring them under the supervision of the police, to be instructed and rescued from vice, instead of being hardened in iniquity by living in the common prison with old offenders. It is under the care of Dr. Kopf, a most simplehearted, excellent old gentleman; just such a one as reminds us of the ancient Christians, who lived in the times of the persecution, simplicity, and purity of the Christian church. He has been very successful in reclaiming the young offender; and many a one who would otherwise have been forever lost, has, by the influence of this institution, been saved to himself, to his country, and to God. As I was passing with Dr. Kopf from room to room, I heard some beautiful voices singing in an adjoining apartment, and on entering, I found about twenty of the boys sitting at a long table, making clothes for the establishment, and singing at their work. The doctor enjoyed my surprise, and, on going out, remarked, 'I always keep these little rogues singing at their work; for while the children sing, the devil cannot come among them at all; he can only sit outdoors there and growl; but if they stop singing, in the devil comes.' "

I have heard of a family whose custom it was, on the expression or manifestation of ill-nature or untowardness by any one of the members, for all the rest to join instantly in a song; and thus the evil spirit was exorcised at once. Neither child nor man can be long angry *alone*. All but madmen will yield their passions, if they receive no sympathy from others while expressing them, or, if they are not kept alive by an answering passion in an opponent. How extensively may this principle be applied in the management and discipline of children in school; and surely music is one of the best instrumentalities for so benign a purpose.

STRONGER by weakness, wiser men become
As they draw near to their eternal home;
Leaving the old, both worlds at once they view,
That stand upon the threshold of the new.

—Mrs. A. Whitney

PROGRESS DEPARTMENT

UNITING THE SABBATH SCHOOL AND THE DAY SCHOOL

BY CORA M. SHAW

I had often wondered if it were possible to unite the Sabbath school and the day school more closely. The Sabbath school lessons were a study of the life of David, so we took the same study every day, and the Sabbath lesson is a culmination of the week's work.

Each Bible class in school is a class for further study on Sabbath. This necessitates the grading of every boy and girl in Sabbath school according to his grade in the day school.

It is only natural that what is being studied and lived out during the week makes a more lasting impression on a child than any subject that is introduced on the Sabbath only.

In our study of the life of David in our school we have daily read with renewed interest the life of that beautiful character, and often we have gone with him on his long journeys, following him as he fled from the wrath of Saul. Language study has been correlated with the Bible lesson, and has added much to the value of it. During our drawing period our walls have been covered with Davids! As I write, I glance up to see David at Adullam, David hiding behind the rock, David in the forests of Hareth, David in the camp of Saul, and other similar productions.

Nor has David been forgotten in the play hour. One day these words were handed to me in the Bible class, "David was kind, loving, gentle, humble, patient, forgiving," etc. This list of attributes was placed on the board. The children began the rest period with these thoughts uppermost in their minds. This is the report they brought to me later: "I have found a David; he was kind; he loaned his sled at the play hour." "The David I found was forgiving. He forgave when wronged, and did not get

angry." There were other reports of a similar nature.

There were also Davids in the schoolroom. I met the character often. My boys were more thoughtful, my girls more gentle.

When Sabbath came, how pleasant it was to look into the faces of all my Davids, and to talk of their experiences through the week.

Perhaps the question may arise as to what would be done should one or more grades be studying another subject. We have such classes, but as great an interest is manifested in them as in the class above mentioned.

Work carried on in this way requires that each Sabbath school teacher be in close touch with the day school work, for he must live these lives with the children. The work for the week is outlined in teachers' meeting, and a frequent visit to the schoolroom is a decided advantage.

A VISIT TO THE BETHEL INDUSTRIAL SCHOOL

BY M. BESSIE DE GRAW

The system of Christian schools includes the home school for the infant, the elementary school, the intermediate industrial school, and the training school. These are all links in a chain. The chain can be no stronger than its weakest link. If homes are not what they should be, children enter the elementary schools undisciplined, making the work of the teachers doubly difficult. It might be well to consider what per cent. of the apparent failures on the part of elementary teachers has been due to failure in home training, and the consequent failure on the part of parents to co-operate with the teachers.

If the elementary schools are weak and students are allowed to do superficial work, the intermediate school will have its burdens increased. Intermediate schools should not find it necessary to repeat the work of the elementary grades, and they

will not when elementary schools are what they should be.

Let the elementary teacher think of the child Jesus at twelve; of Samuel and Moses at the same age, and strive to have the twelve- or fourteen-year-old pupil in his school as true to principle, as thorough in his knowledge of the rudiments, as any of these.

But the thought I wish especially to emphasize is the importance of the intermediate industrial school. It stands as a central link of the system, and carries great weight. It deals with pupils at the critical period; it takes them at the hard age,—and I speak with due respect, not harshly, for it is a trying age for the pupil as well as the instructor.

This question of the place occupied by the intermediate school was impressed upon my mind by a visit to Bethel Academy early in the month of November. After a night of travel, I reached school about eleven o'clock one Friday morning. The moment of my arrival was unknown, so I stepped unbidden into a class room. It was the prayer-hour, a twenty-minute period in the middle of the session when students who desired might spend the time in prayer. Those who are not so inclined study in the assembly room.

I found a small company of young people, and they were praying,—praying for their associates who knew not Christ, for their faithful teachers, for other schools, and for Emmanuel Missionary College, the training school toward which their eyes are turned.

I was no longer a stranger. I had left the work at Emmanuel Missionary College. I found myself with the brothers and sisters of my own students, if not relatives in the flesh, at least such in spirit. They are younger members in the great school family.

I had opportunity to visit the classes. The students are doing strong preparatory work. The final examinations of the Academy are equivalent to the entrance examinations of Emmanuel Missionary College, and it was gratifying to find these young

people looking forward to their future work in the training school. I was frequently met by young men and women with the remark, "Next year I hope to be with the Berrien Springs students," or "I am to be a teacher, and I hope to be in Berrien Springs next summer."

The practical training which these students are receiving is fitting them for future usefulness. In the kitchen I found a young woman making the bread. She does this every day, and her bread was as good as any I have ever eaten. Another young woman cooked the breakfast, and still others prepared the dinner. All this was under the direction of the matron, Miss Richards, who is also the nurse of the institution. I was met in the hall by a mopping brigade. This was composed of girls also. The house is as neat as can be, and it is the girls who keep it so. In the laundry I found other girls at work. They and one of the lady teachers work side by side at the tubs. I went in search of the boys. Some of them were out in the woods chopping trees into proper lengths for the furnace. Another group was with the teacher in carpentry, and they were finishing a cottage for the young men. This building they were erecting without any other help.

The school raises quantities of berries, and during the summer months this and the garden give additional work and offer an opportunity for practical training. One of the most interesting classes is conducted by the principal, H. A. Washburn, and is a study of agriculture. His class room is furnished with materials for simple experiments. Students test soils, plant seeds, study germination, etc. The students told me their lessons in this subject are as spiritual as those in the regular Bible class. They were studying some of the lessons Adam and Eve learned in Eden. Earth was no longer dirt to them, but soil, something full of life giving properties, something good to handle, the cultivation of which brings health to man.

This is but a glimpse of what I saw. Space is limited, but do you wonder that I

rejoiced to see this class of students? They are now laying the foundation. In from one to three years they will be ready for their technical training as ministers, teachers, business men, or for whatever work they may be called to do.

There is strength in having a plan and following it. There is strength also in unity of action. The strength of the training school is to be found in its intermediate schools, and these in turn, when properly conducted, should receive life and strength from the training school.

THE BERRIEN SPRINGS CHURCH SCHOOL IDEA

BY J. H. HAUGHEY

This idea is as old as the Berrien Springs church. The organizers of the church believed that a church without a school can not long be a live church; that the first and most important work of the church is to feed the lambs (John 21: 15-17); that they, too, are to live "by every word that proceedeth out of the mouth of God;" that error and falsehood may be discerned and rejected only by a knowledge and a love of truth; and finally, that one of the most effective ways of saving the lambs of the fold is to establish a school where, under the guidance of an educated and consecrated Christian teacher, the Bible is made the basis of instruction in every line.

Accordingly, in the fall of 1901, when the church was organized, among its officers were members of the church school board, who as soon as the services of a proper teacher could be procured, opened a school in one of the rooms in the court-house in Berrien Springs, a building rented by the College for school purposes. The school year was a success; the children made rapid advancement, and all were pleased.

But the ideal could not be met in town. Strong bodies and sturdy Christian characters must be developed under the benign influences not only of a Christian country home, but of a Christian country school. For some time a persevering but fruitless search was made for a suitable location; but finally Brother and Sister C. M. Christian-

sen kindly offered to lease an acre of land on the southeast corner of their little thirty-acre farm. The spot was one to be desired for beauty as well as location; and the result was that on the twentieth of September the church met and decided to erect a building to cost not more than six hundred dollars. The building was to be 24 x 36 feet, with two entrances on the south, and cloak rooms between. Operations began about the middle of October, and the building was ready for the opening of school in about two weeks from that time.

Last spring the teacher, Miss Somerset, and the pupils went into the woods and obtained a number of forest trees, which they set out on the school grounds. They also made several flower beds, and put about one-third of the acre into strawberry plants and beans.

On account of the building's not being fully paid for at the opening of school in the fall of 1902, it was not dedicated at that time; but on October 4, the second Sunday after the opening of school this year, dedicatory services were held.

The program was interspersed with music by the audience, by a quartette of pupils, and a song by the entire school. The following scriptures were read responsively by the chairman of the church school board and the school: Deut. 6: 4-9; Isa. 28: 9, 10; Prov. 22: 6; 12: 1; 2: 1-9; 9: 10; Neh. 9: 20; John 14: 26; Ps. 32: 8; and Isa. 54: 13 with Ps. 144: 12, 15; and Isa. 8: 18.

Miss De Graw gave a brief, simple, and interesting history of our Christian schools. Prof. Sutherland made a few remarks in which he emphasized the sacredness of the school work, and the failure of the Protestant churches in general because they neglected to educate their children, entrusting their education, instead, to the state.

The financial statement rendered by O. A. Morse showed that the building had cost \$599. 17.

The dedicatory prayer was offered by Eld. G. W. Morse.

The school is free to all who desire to attend. The expenses and tuition are defrayed by voluntary contributions. Sub-

scriptions for this purpose are made early in the school year.

The history of the work thus far has been such as to satisfy both parents and teachers that we are moving in the right direction, and that the education our children are receiving is not only for time, but for eternity.

THE IOWA INDUSTRIAL ACADEMY

BY FLOYD BRALLIAR

I have just spent a week at the Iowa Industrial Academy. In many ways the work there has been carried on under difficulties. The buildings were not completed when the school opened, and for a month the school was held in the barn, and the boys roomed there for a short time. The day I arrived they moved into the Academy building with the class work, having moved into the cottages some time before. However, the floors were not laid, and the plastering was not completed. It was an agreeable surprise to see how the work was carried on with the workmen all about and not one word of complaint from either students or workmen. In fact, I did not hear a word of complaint while there. The three buildings will be completed early in December, and will aggregate a cost of about \$5,500. The present enrollment is sixty-six, with more coming in every day or two.

At the Friday night social meeting I was especially pleased to see twenty-seven students rise to their feet to testify as soon as the opportunity was given, others rising to take their places as they sat down.

Dec. 1, 1903.

WILLIS W. JONES writes for the *Pacific Union Recorder* concerning the elementary school at Red Bluff, Cal.:—

School began here September 28, with an enrolment of twelve pupils. The present attendance is eighteen.

From previous discouragements, the majority of the parents were not in favor of having a school this winter, but as some were loyal to the cause of Christian education, they would not send their children to

the public school. Diligent efforts were put forth, and a school was the result.

The church is small, and the burden of supporting the school falls heavily upon a few, but they are doing their part nobly, both in the matter of finance and co-operation.

The school enjoys quite a large patronage from those not of our faith, as only two-thirds of the pupils enrolled come from Adventist homes.

The children are bright and courageous, and are looking forward to a winter pleasantly and profitably spent.

J. G. SMALLEY, one of the Michigan teachers, sailed from New Orleans in company with Mrs. William Evans. He will unite with Brother Evans in the school on the island of Bonacca, one of the Bay Islands. May he have success in this pioneer work.

MRS. EVA MILLER HANKINS, former educational superintendent of Indiana, sailed for Cape Town, South Africa, on the Oceanic, leaving New York October 21. She will engage in the educational work there.

MISS AGNES EVEREST, who is teaching the school at Lansing, Michigan, writes, "I now have seventeen pupils enrolled. Two of my boys were baptized a few weeks ago."

MISS ANNA C. ANDERSON, who opened school at Atchison, Kansas, reports an attendance of eighteen, and says that she is of good courage and very busy.

On the 21st of September, 1903, the church at Spokane, Wash., began an eight months' term of school. Daniel C. Hanson is the teacher.

MANY men owe the grandeur of their lives to their tremendous difficulties.—*Spurgeon.*

"FAITH often grows fastest in the absence of happy feeling."

PUBLISHERS' PAGE

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.

Report Blanks.—Educational superintendents and teachers may obtain a supply of Pupil's Monthly Reports, and Teacher's Monthly Reports, at 50 cents per hundred from the Advocate Pub. Co., Berrien Springs, Mich.

School Books.—The Advocate Publishing Co. is prepared to supply the school and text-books that are now being used in Christian schools. A price-list of such books will be mailed free on request. Address, the Advocate Publishing Co., Berrien Springs, Mich.

Save the Boys.—Have you seen the holiday number of this little paper? It should be circulated by the thousands. Teachers, who of all classes are interested in growing boys, should see that every one within reach has a copy of this paper for the boys. Sixteen pages. Single copy, five cents; in clubs of ten or more, two and one-half cents apiece. Address, *Save The Boys*, 118 Minnehaha Boulevard, Minneapolis, Minnesota.

The Directory.—There will appear in the February issue of the ADVOCATE a directory of Christian teachers. It was the purpose to have this directory appear as a supplement to the present issue but an unavoidable delay occurred as the paper was going to press.

The publishers are sorry to disappoint those who are waiting for this directory but the delay will give opportunity to enter some names that would not otherwise appear.

Correct English.—The New and Up-to-Date Magazine. How to Use It. The correct thing. It teaches how to speak and write correctly, and as a work of reference, is invaluable to the teacher, the professor, the scholar, the student, the doctor, the minister, the lawyer, the business or professional man or woman,—in fact, everybody who uses the English language. Published monthly. Josephine Turk Baker, editor. One dollar a year, ten cents a copy. Correct English Publishing Co., Evanston, Illinois.

The Sabbath School Worker Again.—In harmony with the recommendation of the last General Conference, the *Sabbath School Worker* will again be issued. The January number, containing helps and notes for that month's lessons, will be mailed from Washington in time to reach the

schools before the new year. The price will be 25 cents a year in clubs of two or more to one address. Single copies, 35 cents. The *Worker* will be published by the Review and Herald Publishing Association, 222 North Capitol St., Washington, D. C., to whom all orders should be sent by State offices.

Notice.—The office of publication of *The Bible Training School* has been removed from 806 Eighth Ave., New York City, to South Lancaster, Mass.

The management of the paper will not be changed in any way. It will still be devoted to the interests of house-to-house work. The managers hope greatly to increase the usefulness of the paper during the coming year. The paper will still contain the Third Angel's Message in its simplicity.

Subscription price, twenty five cents per year. All communications should be addressed to Bible Training School, South Lancaster, Mass.

A Special Offer.—We have succeeded in making arrangements whereby *The Life Boat* and *Good Health* may be obtained for one year for the sum of eighty-five cents.

This offer applies only to new subscribers to the health magazine, but includes renewals to *The Life Boat* as well as new subscribers.

Good Health is unquestionably the best health magazine published, and this is the chance of a life time to secure the two magazines for a year for considerable less than the price of one of them. Those who wish to avail themselves of this offer should do so at once. Address all correspondence to *The Life Boat*, 28 33rd Place, Chicago.

A Beautiful and Valuable Book.—That interesting book of travel, "By Land and Sea," by Elder G. C. Tenney, has sold its entire edition, and has been thoroughly revised and brought up to date. It is less bulky than the former, but contains the same amount of matter, and on much better paper. There are 392 pages and about 150 illustrations of superior character. It is interesting, instructive, wholesome, and beautiful, and will make an appropriate gift. It is especially good reading for the young.

It is now issued by the Review and Herald as a trade book, with the price reduced to \$1.50, and the usual discount to branches, tract societies, and agents. Order of The Advocate Pub. Co., Berrien Springs, Mich.

SPECIAL HELPS FOR TEACHERS

The beautiful art booklet entitled "At the Door," fully described in the Review and Herald of December 10, 1903, and in the Good Health for December, will be supplied to teachers direct from the author, F. E. Belden, of Battle Creek, Michigan, at special rates just now, as a financial help to them while introducing it among S. D. Adventists, and to others in their community.

A twelve year old boy reports fifteen sales and orders in his first four hours work.

Teachers, send one dollar for special package postpaid. New Publication; easy profits to those first in the field.

Also special terms (sixty per cent discount) just now to teachers on Dr. Kellogg's "Plain Facts for Old and Young" of both sexes. Every teacher should understand this subject, and introduce the book to parents. Descriptive circulars will be sent with the package of books at one dollar. Also a large anatomical chart in nine colors, free. A great help for teachers. If your salary is small, increase it yourself. Address, F. E. Belden, Battle Creek, Mich.

OUR IDEAS OF EDUCATION

"Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim. True education means more than the perusal of a certain course of study. It means more than a preparation for the life than now is. It has to do with the whole being and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world, and for the higher joy of wider service in the world to come."

The above is from the opening paragraph of the new volume by Mrs. White, entitled, "Education."

Education

BY MRS. E. G. WHITE

Contains 321 pages, and is beautifully bound in cloth.

Price, \$1.25.

To show how this enduring and "harmonious development" may be realized by the youth, the parent, the teacher, the writer, the tiller of the soil, and the business man, is the object of this work.

Do you belong to one of these classes?

If so, you surely need at once the lessons and counsel contained in this book.

And after reading it yourself, you will wish to talk with your friends about it.

We have therefore devised plans which will make such work profitable to you.

Write for particulars and descriptive circular to

PACIFIC PRESS PUB. CO. THE ADVOCATE PUB. CO.

Oakland, Cal.

Berrien Springs,

11 W. 20th st.

18 W. 5th st.

N. Y. City.

Kansas City, Mo.

Michigan

An Unparalleled Offer

The Life Boat

either old or new subscriptions, and a new subscription to

Good Health

for one year,

85

cents

This is a special offer, and all those who wish to avail themselves of it should do so immediately.

Address,

THE LIFE BOAT,
28 33rd Place, Chicago, Ill.

The Story of Daniel the Prophet

By S. N. HASKELL

"The Story of Daniel the Prophet" is so simply told that it will interest a child.

It contains truths for mature minds to ponder.

Revised and enlarged. Adapted to use in the schoolroom.

370 pages

Bound in Cloth

Price, postpaid, \$1.00

Address,

THE ADVOCATE PUB. CO.
Berrien Springs, Mich.

THE ADVOCATE FOR 1904

THE KEY NOTE:

Free Christian Training for Every Child

METHODS:—The Bible the Central Theme. Physiology and Hygiene, the Basis of Educational Effort.

True Nature Study.—A concrete element in religious teaching, and not the mere telling of stories about flowers, birds, and animals.

THE SCHOOL—Its Importance.—“From the beginning of human life the child has been the pivot on which history and institutions and religion have swung.” The church which has no educational system is doomed.

Christian Teachers, Missionaries as truly as foreign laborers.

Christian Schools the Recruiting Stations for Missionaries.

Country Life the Ideal.—A message which every school should give.

Industrial Education a vital factor in the training of missionaries.

Practical Methods for teaching the common branches. The cultivation of faith in God's Word a vital principle in Christian schools.

Review of Current Educational Progress.

The Importance of an Educational System, and the province of the Primary, the Intermediate, and the Training School.

The Sabbath School as the climax of the week's experience—a real factor in character-building.

Practical Application of Truths Learned, a test of an educational system.

Monthly Reports from Christian Schools.

Threefold Education Always Emphasized.

Christian education demands the co-ordinate training of heart, head, and hand.

Published Monthly, at 50 cents a year

BY THE ADVOCATE PUBLISHING COMPANY, BERRIEN SPRINGS, MICH.