

"We shall not be judged so much by what we say about education as by what we actually do."

Let us first of all arouse a deep and increased interest in Christian education. We must let people know we are in earnest.

"I shall never be satisfied until one-half the curriculum of Harvard is devoted to doing things, instead of talking about them" — Pres. Eliot.



The Advocate of Christian Education

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Vol. VI
No. 3

March, 1904

50c a Year
5c a Copy

Manual work encourages close observation and independent thought

WHO IS THE STUDENT?

It is not always the man in an institution who is the best student. ¶¶¶ Every home should be a school. Every Christian should be a student. ¶¶¶¶¶
He is a student who improves his opportunities.

The Missionary Training School of Correspondence

offers you an opportunity.

Read What Its Students Say.

"I am very much pleased with the lessons."

"The lessons by correspondence help one to develop a missionary spirit."

"I am learning to love the Bible more, and am drawn into closer communion with God."

"I never spent six dollars for anything for myself that has done me so much good as the Correspondence Course."

"I wish I might have had the opportunity of taking such a course years ago."

"I am grateful for this opportunity for study, and am anxious to see others embrace it."

"We have had the Bible lessons in our school for twelve weeks. We all enjoy them. They have taught us things that we would not have learned in any other way."

"In two lessons I feel that I have gained the worth of what I paid for twenty."

Interesting reading matter will be sent any one who addresses,

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."

THE ADVOCATE

of Christian Education

Vol. VI.

BERRIEN SPRINGS, MICH., MARCH, 1904

No. 3

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

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

“Men's books with heaps of chaff are stored;
God's book doth golden grain afford.
Then leave the chaff, and spend thy pains
In gathering up the golden grains.”

—Bernard.

“THERE is no index of character so sure as the voice.”

“FOR every child the first industrial school should be the home.”

“THE work of education and the work of redemption are one.”

“EDUCATION is the harmonious development of the physical, the mental, and the spiritual powers.”

EARTH'S history will not close until at least one generation of children has been trained for the kingdom of heaven.

“EVEN from the view-point of financial results, the outlay required for manual training would prove the truest economy.”

“TRUE education prepares the student for the joy of service in this world, and for the higher joy of wider service in the world to come.”

“UNDER changed conditions, true educa-

tion is still conformed to the Creator's plan, the plan of the Eden school,” and that school was in a garden.

“THE true teacher points the minds of his students to the laws and operations of nature and to the great principles of truth that govern the spiritual universe.”

How many years will be required to evangelize the world so long as the church which proclaims the message has not power to educate and save its own children?

INCONSISTENCY!—A people strenuously advocating obedience to the decalogue, and at the same time violating one of the first commandments of Jehovah, which says that man should till the soil.

THE teacher who has not a comprehensive view of the plan of salvation lacks the vital element in teaching, and the structure that she rears will be like the house built upon the sands,—it will fall with the first wind.

WHAT think you of the faith of parents who can not, either alone or with the aid of a Christian teacher, train their children to work for Christ? What must be the fate of a church composed of such members?

THE Christian teacher who says, when her support is uncertain, “I have decided to teach, wages or no wages, because these children must be trained for Christ,” will not find the missionary spirit lacking in her pupils.

HE was the son of a wealthy farmer.

When other lads of his age were seeking employment elsewhere, he stayed on the farm, co-operated with his father, and was true to the simple life of the country. His faithfulness was rewarded. There came to his home one day a prophet of the Lord. The young man was plowing with his father's servants. The prophet met him in the field, talked over the situation, and on leaving gave him his mantle as a token of promotion. He stepped from the farm into the schoolroom, and eventually became one of the greatest educators of whom history tells. The young man was Elisha.

The early Christian church went at once to the childhood of the empire. She gathered the children, in every possible way, to

her schools. One of the charges made by Celsus against Origen, was that Christians carried on their most powerful and insidious propaganda through the children whom they lured into their schools. Origen allowed the charge, but claimed that the teachings of Christianity were directly favorable to the child's welfare, and would promote reverence for, and service of, parents. The early church "made the school the connecting link between herself and the world." When the emperor Julian "determined to take the control of education into the hands of the state," he declared that unless he could arrest the movement of the church in the school, the progress and triumph of Christianity were inevitable.—*Rev. Pascal Harrower.*

CO-OPERATION THE LAW IN EMMANUEL, MISSIONARY COLLEGE

THE DIVINE IDEA OF GOVERNMENT

The government of heaven illustrates self-government in its perfection; it is a government of loving service. Jesus thus describes it:—

"Ye know that they which are accounted to rule over the Gentiles exercise lordship over them, and their great ones exercise authority upon them. But so shall it not be among you: but whosoever will be great among you, shall be your minister; and whosoever of you will be the chiefest, shall be servant of all: for even the Son of man came not to be ministered unto, but to minister."

Every member of the heavenly family is a king. Kingship, in heaven's language, means voluntary service.

Lucifer, wishing to exercise authority over others rather than over himself, said, "I will exalt my throne above the stars of God." This spirit of self-exaltation brings its reward,—the expulsion of the leader and one-third of the host of heaven, and finally their death.

Eternity will be spent in progressive work, for "HEAVEN IS A SCHOOL; ITS FIELD OF STUDY, THE UNIVERSE; ITS TEACHER, THE INFINITE ONE." Those who enter this

school will first have learned the lesson of self-government in earth's

PREPARATORY SCHOOL

"A branch of this school was established in Eden."

"Under changed conditions true education is still conformed to the Creator's plan, the plan of the Eden school. . . . The great principles of education are unchanged."

"The life on earth is the beginning of the life in heaven; education on earth is an initiation into the principles of heaven; the life-work here is a training for the life-work there. What we now are in character and holy service, is the sure foreshadowing of what we shall be."

It is a fact evident in itself that the strength of this preparatory school lies in its close adherence to the principles of government by which the higher school, the University of Heaven, is governed.

Therefore, since Emmanuel Missionary College is recognized as a school preparing students for the University of Heaven, its students and teachers declare themselves in favor of a purely representative government, and in harmony with the statement

that "CO-OPERATION SHOULD BE THE SPIRIT OF THE SCHOOL-ROOM, THE LAW OF ITS LIFE."

"True education includes all the habits of life. Everything that concerns our well-being is the subject of divine solicitude, and comes within the province of divine law."

Students must be trained to endure the stern realities of life, to bear burdens, and to fill the hard places. They should not seek to escape trial, but to transform it. We may do the children and youth a life-long good by teaching them to meet trials bravely.

The principles governing a school must therefore be such as can safely regulate the conduct of the student throughout his entire life. In formulating such we accept no less a guide than the Word of God.

PRINCIPLES OF ADMINISTRATION

1. *The Character of the Students.*—Each student in Emmanuel Missionary College is received on trial. Students are deemed capable of exercising self-control and of maintaining under all circumstances a bearing consistent with the profession of Christianity. Acceptance into full fellowship is on the basis of hearty co-operation.

2. *How regulations are made.*—"The rules governing the schoolroom should, so far as possible, represent the voice of the school." In Emmanuel Missionary College this principle has been adopted.

3. *The Execution.*—Thus will each student "feel a responsibility to see that the rules which he himself has helped to frame are obeyed." Rules, "when once made, should be enforced." The principle of church government enunciated in Matthew 18 is followed: "If thy brother shall trespass against thee, go and tell him his fault between thee and him alone; if he shall hear thee, thou hast gained thy brother. But if he will not hear thee, then take with thee one or two more, that in the mouth of two or three witnesses every word may be established. And if he shall neglect to hear them, tell it unto the church: but if he neglect to hear the church,

let him be unto thee as an heathen man and a publican."

4. *Disfranchisement.*—"When it becomes evident that the student is receiving no benefit himself, while his defiance and disregard of authority tends to overthrow the government of the school, and his influence is contaminating others, then his expulsion becomes a necessity." By some, "all the efforts made to establish order are considered dangerous, a restriction of rightful liberty, and hence are feared as popery. These deceived souls consider it a virtue to boast of their freedom to think and act independently. . . . It is Satan's special work to lead men to feel that it is God's order for them to choose their own course, independent of their brethren."

5. *Importance of a Program.*—"Men of business can be truly successful only by having regular hours for rising, for prayer, for meals, and for retirement. If order and regularity are essential in worldly business, how much more so in doing work for God."

6. *Punctuality.*—Regular and punctual attendance at all duties indicated on the program is expected of all members of the school.

7. *Reporting of Irregularities.*—Absence from or tardiness at any regular duty should be reported, on blanks provided for that purpose, not later than eight o'clock Friday morning of each week.

8. *Principles Worth Remembering.*—"Persons who have not acquired habits of close industry and economy of time should have set rules to prompt them to regularity and dispatch.

"Angels work harmoniously. Perfect order characterizes all their movements. The more closely we imitate the harmony and order of the angelic host, the more successful will be the efforts of these heavenly agents in our behalf. They are not authorized to bless confusion, distraction, and disorganization. . . . Never, never will these heavenly messengers place their endorsement upon irregularity, disorganization, and disorder."

In the place of many rules and regulations, students in a training school should

be governed by principles. This strengthens character and cultivates judgment.

A student in doubt as to the proper course of action under any circumstances is invited to consult some member of the faculty.

This is a statement of the principles of government adopted by the students and teachers of Emmanuel Missionary College.

Since the days of our forefathers who fought in the War for Independence, we have boasted of our national freedom. And yet in the schools throughout the land our children daily inhale the spirit of despotism. Each teacher is a monarch, each pupil is his subject. Rules and regulations are arbitrarily made, and their enforcement is no less arbitrary. What voice has the subject in the government of which he is a most important factor? But a change is coming. Already we have heard rumors of reform. Why should Christian schools be the last to answer the call?

SCHOOLS THE LEADING FACTOR IN MISSION WORK

"Where Christ is proclaimed and accepted, there schools, colleges, and universities spring up," so says Dr. Pierson, editor of the *Missionary Review of the World*.

Missionaries everywhere are beginning to realize that their first work should be to reach the children.

Alexander Duff, leader and reformer in India mission work, was a firm believer in this principle. Concerning his educational work in that country, he said, "With the blessing of God we shall devote our time and strength to the preparing of a mine and the setting up of a train which shall one day explode and tear up the whole of the false religion from its lowest depths." By that mine he meant an educational system.

The article from the pen of W. H. Anderson, of Buluwayo, Central Africa, which appears in another column of this issue, bears witness to the truth of this same plan of work.

There should be instituted a crusade for the children and youth. Every Christian school should sense the need of educating

progressive Christian teachers who have the Word of God deeply implanted in their hearts, who understand the methods of Christian teaching, and who as they go into foreign countries will be true to this one idea that they are to reach the children and through them carry the gospel to the parents.

Let us pray for the time, and let us work for the time, when medical missions shall be made the entering wedge in the new fields, and when the interest thus created shall be followed by the Christian teacher.

The South is now ready. For years Booker Washington and others have been preparing the way for a great educational campaign. Let the spirit live in your own heart. Pass it on to others. **THE CHILDREN OF ALL LANDS SHOULD BE TRAINED FOR CHRIST.**

MISSIONARY WORK THAT PAYS

There are parents who seem to forget that money invested in the education of a child is a sound investment. They begrudge the means which they give to the support of a Christian school.

Such individuals fail to grasp the importance of the work of education. They have not yet a settled conviction that Christian education and the work of redemption are ONE. They forget that in taking this position they are virtually saying to Christ, the great Teacher and the author of the plan of Christian education, that they want none of him.

On the subject of "Education an Investment," John J. McMahan, Ex State Superintendent of South Carolina, says —

"The domestic animal pays back for its training when it enters upon its life work. The beautiful rose rewards the husbandman who nurtured it into flowering. One of the first lessons of political economy is that labor for immediate results is never well repaid. If the object be to receive large returns, there must be a long period of labor without any appreciable reward. Thus accumulated capital is no less necessary to educational than to industrial enterprises. The child is the raw material. Others must

furnish the capital. Education cannot be self-sustaining in its immediate results, but in its returns to society [to the church] it is more than self-sustaining,—it is self-*uplifting*."

This was spoken, it is true, in behalf of secular education. If it is true there, with how much more truth may it be applied to Christian education. "It is not the will of

your Father in heaven that one of these little ones should perish." It therefore becomes the duty of every Christian to provide Christian education free to every child. The first duty of every parent is the proper education of his children. An investment in a Christian school will pay a hundred fold in this world, and in the world to come life everlasting.

IN THE EDUCATIONAL WORLD

AGRICULTURE AS A STUDY IN THE COMMON SCHOOLS

James B. Wilson, U. S. Secretary of Agriculture, writing for the *Chicago American*, says:—

I believe that great good would come from the introduction of agriculture as a study in the common schools, and that is the gospel I am preaching. I would not prescribe it as a course like writing, arithmetic, and geography, but I would have the teachers competent to give little talks to the scholars on plant life and cultivation, and show them simple little experiments that would fasten the principles in their minds. Give the child in the kindergarten a little box full of sand and a few seeds. Let him plant and moisten and watch his tiny garden, and each day dig up a seed to find out what it is doing. Another good idea for nature study is to give each pupil a strawberry plant and see who will grow the most plants from it during the season. The pupils can work at home or at school, and if the planting is done

early in the spring and the children take an interest in their work, they will have such results as will teach them the miraculous powers of nature.

The agricultural department can do but little for the public schools. Congress can appropriate money for agricultural colleges and experiment stations, but has no jurisdiction over the common schools. It can train teachers, and is doing so.

Our great lack has been a university of agriculture, a normal school for teachers of farming.

It has been impossible for us to obtain competent men for the agricultural department. We can not find them; hence we have had to educate them. The department is now a university, where we are giving a post graduate course to as many graduates of agricultural colleges as we can accommodate in the practical side of the science of husbandry, so as to send them out to teach others.

SCHOOLS AS AN EVANGELIZING AGENCY

Mrs. Shrome, principal of the Woman's Missionary Union High School in Calcutta, says:—

"People, both in Great Britain and America, feel, to a great extent, that the only work worth doing in heathen lands is that of direct evangelization. If one's aim in imparting education were the fulfilling of an end and not the adoption of a means, and one of the *very best means toward a de-*

sired end, such a view of the work of evangelization would certainly be correct. But, so far as I know, the aim of the Christian educationalist is to bring his pupils to the feet of Christ, so to train the young that they may become vessels sanctified and meet for the master's use. That the work of the educationalist has borne fruit is most emphatically emphasized by the conversion of hundreds of men in India who today are wielding a mighty influence for Christ, and who first learned the truths of Christianity

while students in Christian colleges. Considering the short period during which proper attention has been paid to girls, and higher education imparted to them, they have shown their appreciation of advantages received, by devoting, in most cases, their time, talents, and energy to the cause of the Master in the mission field."

WASTED TIME IN EDUCATION

Prof. H. H. Seerley in an address delivered before the Iowa State Teachers' Association, at Des Moines, December 31, 1903, says:—

"There is no use to deny the fact that most of the exercises imposed upon the sixth, seventh, and eighth grades are not the kind of studies in either substance or method of treatment that is adapted to the character of the minds of the children, the standard of the power of thinking that is able to be given, or the taste and interest of such pupils. There is need, then, of great abridgment and great enrichment, and there is no use for people to be satisfied with conditions as they are and declare anyone an iconoclast who tells the plain truth regarding these serious matters. This waste of time in the life of the child is the greatest extravagance, because it makes a bad use of the talent and the power of both teachers and pupils, because it costs the people a large amount of money to maintain, without giving a fair equivalent in education and training, and because it takes from the pupils the opportunities they need to accomplish what it is really very important and desirable to attain. This waste occurs also in many places in the lower grades, and also to some extent in the high school, by requiring so much marking time, when there is apparent great activity without any manifest progress, and when there is also developed a disgust for school discipline and school work which destroys interest in intellectual things, and finally compels an abandonment of the school in order to enable the pupil to find something in other employments or business which actually appeals to his true nature and heart, and gives him realities instead of

symbols, and spirit in effort rather than credit marks upon the books of the office. It is not the pupils' fault if they wish to quit school, if they make life hard for their teachers, if they give their parents worry and contest to keep them at their studies, because they are not taken into consideration very much in the management of the system, and their tendencies, likes and dislikes, interests and ideals, are entirely forgotten when the table of the program of studies is set, while they are compelled to endeavor to digest a daily diet which is entirely inappropriate and unfit for their appetite or their digestive powers."

BRYAN SAYS, CHOOSE THE FARM

William Jennings Bryan, writing for the *Cosmopolitan* on the subject, "Making Choice of a Profession," says: "Given a young man with a thorough education, good habits, willingness to work, and a desire to make himself useful, where can he fare better than on the farm? He can apply his brains to the enriching of the soil, to the diversion of his crops, and to the improvement of his stock, and at the same time give reasonable indulgence to his taste for reading and study. He will have all that contributes to health of body, to vigor of mind, and to cultivation of the heart—what occupation or profession can offer him richer rewards?"

"True, the soil will not yield him the fabulous wealth that he might secure by cornering the production or supply of some necessary of life, but it will respond to his industry and give him that of which dishonest gains would rob him—a conscience void of offence toward God and man.' If he must forego the sudden gains that sometimes come to the stock-jobber, he is also relieved of fear of the sudden losses that are still more frequent to those whose fortunes rise and fall with the markets; and the terrors of flood and drought and wind and hail are, all combined, less to be dreaded than the conscienceless greed of the monopolists who wreck the business of competitors and swindle confiding stockholders.

"To the briefless barrister who is not ashamed to work, to the pale faced clerk who is not afraid of dirt,—to all who can labor and be content with moderate returns, the farm offers a welcome. Even the dumb animals are more wholesome companions than the bulls and bears of Wall Street, and the harvests give back smile for smile."

ADVANCEMENT IN AGRICULTURAL METHODS

Character Builder says:—

"As things are at present, some of our fruits and nearly all the vegetables, particularly in the neighborhood of large cities, are greatly impaired by unnatural methods of fertilizing. These products are forced for the market, and quality is sacrificed. The object sought is to have early fruits and vegetables at whatever cost, and the larger they are the greater the demand for them. For example, big strawberries are grown every season, but they are not the luscious ones which were grown some years ago, when berries like the Wilson and Albany were in favor. Most of our vegetables are the next thing to ruined by the excessive use of animal manures. The potato especially abhors these manures, and finer varieties have been run out by them. Cabbage, cauliflower, asparagus, rhubarb, and many other vegetables have been injured in the same way. From which it follows that before we can have perfect foods we must know how to grow them. Some of us have not forgotten the fine-flavored potatoes that were raised in new ground, in a soil that had not been fertilized by animal manures."

The Bureau of Soils of the U. S. Department of Agriculture, in Bulletin No. 22, entitled, "The Chemistry of the Soil as Related to Crop Production," gives voice to these same principles. The use of fertilizers is recognized as producing artificial and abnormal conditions. "It is a fact admitting of no argument that fertilizers rarely take the place of efficient methods of cultivation."

THE VALUE OF MANUAL TRAINING

Readers of the *ADVOCATE* have already been made acquainted with the reports of Adele Marie Shaw, and will be glad to read

her estimate of the value of manual training as she summarized it after a careful investigation in many schools. In her article on the subject, "The Public Schools about New York," which appears in the January issue of *The World's Work*, she says:—

1. "The best all-round work is found in schools where a certain amount of manual training is required.

2. "The schools in which manual training, sloyd, or any form of industrial work is undertaken, accomplish with no greater effort and no longer sessions all the work done in schools that reject the hand labor.

3. "Manual training raises the general average of work in two ways, for the poorest mathematician is often the best woodworker; and in the majority of cases improvement in other studies follows the discovery of an aptitude for hand work.

4. "The work acts as a moral corrective, giving a wholesome humility to the prodigy in English or numbers, and a needed self-respect to the slow student in history or composition."

These arguments should appeal to Christian teachers, and there should not be one school in the land which does not become noted for its manual course of instruction.

CHANCELLOR MACCRACKEN, of New York University, evoked considerable discussion throughout the country by proposing an entrance requirement for college students, based upon Scriptural knowledge. In an address he said, "I wish we could require from every freshman a diploma that would certify that he knew the Ten Commandments, the Sermon on the Mount, a church catechism of some kind, and some of the principal psalms and classical hymns. This university will join any association of universities or colleges that will demand this as an entrance requirement."

Here is the form. It is a manifestation of a desire for advancement. But can Christians be satisfied with this superficial understanding of the Scriptures? Their children should have Christian training from infancy. A free Christian school should be within the reach of every child.

WITH THE TEACHERS

WHO KILLS THE BIRDS?

Who kills the birds?

"I," said the woman,
"Although 'tis inhuman,
I must have dead birds."

Who sees them die?

"I," said the man,
"Whenever I can;
For my sport they must die."

Who tolls the bell?

"I," said the boy,
"I love to destroy,
I toll the bell."

Who digs their graves?

"I," said the girl,
"For a feather's neat curl
I'd dig all their graves."

* * * * *

So the men and the boys by the woodland and streams,

And the women and girls, with their hats like (bad) dreams,

Are robbing the earth of its bird life and song,
With never a thought of their rights, and our wrong.

But isn't it strange, if their hearts have no pity
For the poor little birds in the country and city,
They never remember that some summer day
Not a bird can be found that a human can slay?
Why, what will become of the boys and the men
Who can't shoot at birds? for there'll be no birds
then.

And as for the women and girls of that day,
With their featherless bonnets and hats in array,
'Tis dreadful to think what their sorrow will be,—
And yet it is something I'd much like to see.
For it's certainly true, and the truth must be said,
If we kill all the birds, all the birds will be dead.

—*Mary Drummond.*

WHAT DO YOU THINK?

1. Should teachers be required to report concerning their reading and receive marks at the end of the year on self-improvement?

2. Does the selection from Hon. James B. Wilson, Secretary of Agriculture, contain any instruction of which you can make a practical application? What are you going to do this spring?

3. What are your plans for better fitting yourself for active service as a Christian? Several ideas are suggested in these columns.

4. What is your attitude toward the idea that co-operation should be the law of every

BIRDS

Birds, Birds! ye are beautiful things,
With your earth-treading feet and your cloud-cleaving wings;

Where shall man wander, and where shall he dwell,

Beautiful birds, that ye come not as well?

Ye have nests on the mountain all rugged and stark,

Ye have nests in the forest all tangled and dark;
Ye build and ye brood 'neath the cottagers' eaves,
And ye sleep on the sod 'mid the bonnie green leaves;

Ye hide in the heather, ye lurk in the brake,
Ye dive in the sweet flags that shadow the lake;
Ye skim where the stream parts the orchard-decked land,

Ye dance where the foam sweeps the desolate strand.

Beautiful creatures of freedom and light!

Oh! where is the eye that groweth not bright
As it watches you trimming your soft, glossy coats,
Swelling your bosoms and ruffling your throats?

—*Eliza Cook.*

"I HAVE watched the birds in springtime
Building along the way:
From their hearts a song of joyance
Flooded the golden day.

"I have watched men toiling, toiling,
A silent, listless throng;
In their hearts there dwelt no gladness,
From their lips there fell no song.

"We have wandered like truant children
Deep into ways of strife,
Let us build as the birds are building,
Singing gladness into life."

schoolroom? Tell the **ADVOCATE** readers how you are teaching your children principles of Protestantism.—the equality of all men.

5. What do you think you should do to help patrons to see that money invested in the education of any child is a paying investment?

6. What is the effect of wood ashes on peas? Why not plant peas in very rich soil?

7. Is Professor Seerly correct in his criticisms of the popular educational system? How may the errors he mentions be corrected? Does the article by Miss O'Neil offer any solution to the problem?

MANUAL TRAINING IN EDUCATION

No line of manual training is of more value than agriculture. A greater effort should be made to create and to encourage an interest in agricultural pursuits. Let the teacher call attention to what the Bible says about agriculture: that it was God's plan for man to till the earth; that the first man, the ruler of the whole world, was given a garden to cultivate; and that many of the world's greatest men, its real nobility, have been tillers of the soil. Show the opportunities in such a life. The wise man says, "The king himself is served by the field." Of him who cultivates the soil, the Bible declares, "His God doth instruct him to discretion, and doth teach him;" and again, "Whoso keepeth the fig-tree shall eat the fruit thereof."

He who earns his livelihood by agriculture escapes many temptations and enjoys unnumbered privileges and blessings denied to those whose work lies in the great cities. And in these days of mammoth trusts and business competition, there are few who enjoy so real an independence and so great certainty of fair return for their labor as does the tiller of the soil.

In the study of agriculture, let pupils be given not only theory, but practise. While they learn what science can teach in regard to the nature and preparation of the soil, the value of different crops, and the best methods of production, let them put their knowledge to use. Let teachers share the work with the students, and show what results can be achieved through skilful, intelligent effort.

A SOLUTION OF THE CITY PROBLEM

Thus may be awakened a genuine interest, an ambition to do the work in the best possible manner. Such an ambition, together with the invigorating effect of exercise, sunshine, and pure air, will create a love for agricultural labor that with many youth will determine their choice of an occupation. Thus might be set on foot influences that would go far in turning the tide of migration which now sets so strongly toward the great cities.

Thus also our schools could aid effectively in the disposition of the unemployed masses. Thousands of helpless and starving beings whose numbers are daily swelling the ranks of the criminal classes, might achieve self-support in a happy, healthy, independent life, if they could be directed in skilful, diligent labor in the tilling of the soil.— *Education*.

MY CLASS IN DOMESTIC ECONOMY

BY GRACE O'NEIL

That students may appreciate manual training as they should, I think it proper for the teacher to introduce the year's work with some general studies on the subject. We found the book "Education" very valuable as a guide.

My class of young ladies, ranging in age from sixteen to nineteen years, were intensely interested in this study. For further reference we use "Home Hand Book," "Testimonies to the Church," such books as we can procure on healthful living, and back numbers of the Good Health magazine.

Our class work began with a study of foods, which included a careful consideration of the relation of diet to mind and character. Proper and improper food combinations were our next study. The class then made menus illustrating the proper combinations. In order to meet emergencies, we prepared menus for various occasions; as, those suitable for the colder months of winter, those adapted to extremely hot weather, menus that may be quickly prepared, economical menus, and the school lunch-box,—how to make it look appetizing. We gave some thought also to special menus for Thanksgiving and Christmas that will take the place of the popular meal and offer an equal or greater amount of nutriment.

The study of menus was followed by a careful consideration of the recipes of the dishes named in the menus. The foods group themselves about as follows: the breads, grain preparations, vegetables, soups, roasts, salads, etc.

The class also studies the care of the

kitchen while preparing foods, the care of the dining-room, of the table linen, of the silverware, etc. We endeavor to make our tables as attractive as possible, and as our class proceeds, we study also the hygienic conditions of the entire house and its relation to health, noticing in particular the cellar and the back yard, the store-rooms, the kitchen sink, the refrigerator, the cupboards, the plumbing, and the drainage. These, of course, are general topics, but questions are prepared adapted to the age of the pupils.

This work may easily be correlated with other subjects. For instance, the topics which we have studied in the domestic science class afford interesting subjects for essays. I would suggest the following: The Value of Fruit as an Article of Diet, Fruit Canning, Bread-making, etc.

The work need not be confined to the older pupils. The thoughtful teacher can simplify it for younger children, who will be equally as enthusiastic.

On Thanksgiving evening my class in domestic economy gave an entertainment. A reception-room and a dining-room were shown, and a member of the class acting as hostess, entertained company to a hygienic Thanksgiving meal. The table was set in an attractive manner with foods prepared by the class. The conversation, which lasted three quarters of an hour, was on subjects which we had discussed in class, and the guests asked questions. They returned to their homes after the meal fully converted to the principles of healthful living.

I believe also in studying healthful dress in a similar manner. Perhaps not all teachers see in these subjects as much as I do, but I find material here for a great deal of work.

Des Moines, Ia.

THE WATER BRIGADE

BY M. BESSIE DE GRAW

It is not necessary to have a well-equipped gymnasium in order to develop a good physique. Most men and women are born with a sufficient amount of apparatus.

The question is, how to use it. Dumb-bell exercise and Indian-club swinging may be all right for semi-invalids, but for able-bodied youth, work by which something is actually accomplished is far better.

The water brigade is a company of young women in Emmanuel Missionary College whose work is a health exercise. Many of these girls came from shops, factories, and sewing-rooms, where they had bent over their work and had breathed stale air for months. They believe in country life. This is why they have entered Emmanuel Missionary College. And while here they mean to reap all the advantages they can from it. One of the things they need is exercise in the fresh air.

The water supply was formerly furnished to the kitchen by the boys, or hauled in a tank by the mule team. The girls have organized a water brigade, and, armed with light tin pails, they pump and carry all the water required in the culinary department. They stand properly as they pump. They walk with head erect, hips well back, and chest prominent. They climb the incline from the well to the kitchen with steady step, their eyes brighten, their breath comes from the depth of their lungs, and there is a glow of health in their cheeks.

A half-hour per day spent in this way, and they develop good carriage, strong muscles, clear complexions, a good appetite, and a cheerful disposition. Could one ask for more?

The brigade work is becoming popular. It takes the place of tennis, basket-ball, and croquet in Emmanuel Missionary College. This is not the only physical exercise given in the institution, but it is one kind. All is under the direction of an instructor in physical culture.

THE DINNER QUESTION

BY CORA SHAW

I knew it was not hygienic for the children to eat a cold lunch at noon, and thereby practically be compelled to have their heartiest meal in the evening. I was teaching them that under ordinary circumstances two meals a day are better than

three. Was our practice to contradict the theory? The problem puzzled me. I set about to solve it.

Every child should know how to cook, how to arrange the table, and how to wash the dishes. Here was my opportunity to solve the diet question and give practical instruction at the same time.

I procured a two-burner gasoline stove, and the children brought the necessary dishes from their homes. The boys put up shelves on which to keep them. Food is donated by the parents, and at the noon intermission we all sit down to a table neatly set. Each child has his own lunch from home, and in addition we have one hot dish. Sometimes we have baked potatoes, at other times a soup or a roast. It converts the lunch into a meal. We are all more healthy, and can study better than when eating only cold food. We spend a pleasant noon hour, and the habit of swallowing the lunch in five or ten minutes has been broken. I would not give up the plan for a good deal.

Berrien Springs, Mich.

SCHOOL GARDENS

BY FLOYD BRALLIAR

It is time to think of the out-of-door school-garden. When expedient, it is well to set aside a small plot for each pupil, but when this cannot be done to advantage, at least grow one small plot, and *grow it properly*.

Many say they close school too early for a garden. For their benefit I shall confine myself to crops that may be grown and harvested in this latitude (Southern Iowa) by June 1.

RADISHES

Radishes will grow anywhere, and with no care. But those who have never tasted them when grown properly do not know what a truly delicious radish is. It is true that they will grow anywhere, but soil that is *just right* will be loose, deep, warm, and very rich. If your soil does not meet these requirements, make it do so by working in plenty of sand, well decayed chaff, leaves,

well decayed manure, etc. No fresh manure should be used, as radishes grow so rapidly that they are apt to build it into their structure without properly elaborating it. Work the fertilizer into the soil deeply and thoroughly.

If possible avoid a clayey soil, as clay not only retards the growth, but develops a tough, woody fiber, and gives the radish a strong fiery flavor. Mix well equal parts of good garden loam, sand, and leaf mold. This produces good potting soil for flowers, and is an ideal soil for radishes.

Radish seed should be sown evenly in drills about ten inches apart and one-half inch deep, as early as the soil can be properly worked, and at intervals of two weeks until mid-summer, or until school closes. In case room is scarce, the rows may be crowded to within six inches if cultivation is not neglected. Thin to two inches apart in the row for best results.

As soon as the plants begin to grow the second set of leaves, or sooner if necessary, cultivate thoroughly. I prefer a common garden rake for this purpose. As they grow, cultivate again at intervals of not more than ten days. This keeps the soil loose, thus regulating moisture and promoting rapid growth, and it should be remembered that the more rapidly radishes grow, the better the quality.

As to varieties, I have grown many, and plan to test all the standard varieties in a comparative test this spring. From past experience I recommend as first early varieties, the Scarlet Turnip, White Tip (Rosy Gem), Golden Dresden, Fireball, and White Rocket; for long varieties, Icicle and Long Cardinal. For summer use sow Chartiers, White Strasburg, and All Seasons.

Many fail of growing first-class radishes because they do not cultivate properly. Be diligent in this. As early radishes are desirable, plant on a southern exposure in a well protected place. In case too much cold comes after the plants are up, protect lightly with straw.

As soon as the crop is well matured, it should be harvested, and the ground re-

planted, as radishes soon become hollow or pithy if allowed to stand, although they stand much longer when properly grown.

LETTUCE

Plant as early as the ground can be properly worked. Prepare soil as for radishes, with the exception that less sand and more black loam is required. As with radishes, be sure that the manure is well rotted. Lettuce should be sown the same as radishes, except that the seed should be barely covered. Many have never tasted first-class lettuce.

In the first place, do not sow lettuce broad-cast, but in drills; and then tend it well. As the plants grow, thin to avoid crowding. Small varieties, such as Tennisball, may stand as close as six inches in the row, while I have grown New York that needed fourteen to eighteen inches. The plants removed by thinning may either be reset or used as a salad or a garnish.

There are two general classes of lettuce: those that form only large bunches of leaves, the best of which is the Tomhannoch; and those that form heads, of which there are a score of excellent varieties. All require room and culture for maturing. Deacon, Big Boston, Iceberg, and Hansen, are leaders of the latter type, though I have never seen any to equal the old New York. I have grown heads of it weighing one and one half pounds after the loose outside leaves had been removed.

I would suggest that those who have not done so grow some French case lettuce,

which may be served after the fashion of celery. Black-seeded Simpson is the hardiest of all lettuce, and may be sown in autumn if protected by straw.

Keep lettuce growing rapidly or it will become tough, and in hot weather it should be in a cool, damp, partially shaded location, as dry heat causes it to grow bitter. One or two plants, properly grown, are sufficient for a meal for an ordinary family.

PEAS

At the same time radishes and lettuce are sown, plant the small smooth extra early peas. Alaska is perhaps the best and most productive variety, and is usually as early as any of the seedmen's earliest. It is very hardy and can not be planted too early.

Work the soil deep, and plant in drills three inches deep, covering only an inch, filling in the soil as the peas grow until the level is reached. This will make them a few days earlier. Peas should have good garden soil, well drained. If planted in poor or clayey soil, dig the trench six inches deep and fill in two inches of good stable manure, and one inch of soil and then plant. Plant double rows six inches apart at intervals of three feet.

Wood ashes worked into the soil improves both the color and the quality of the peas.

None of the extra earlys require brushing or other support than the double row provides. Plant one quart of seed to one hundred feet of drill.

Lest any should think that peas require very rich soil, because I spoke of fertilizers, I wish to say that usually rich soil produces a heavy growth of vine with only a meager crop of fruit, and those that are borne are late and irregular in maturing. The first early peas should be ready to harvest by the later part of May.

PROGRESS DEPARTMENT

WEST MICHIGAN YOUNG PEOPLE'S CONVENTION

BY O. R. STAINES

A three days' convention of the Seventh-day Adventist young people residing in West Michigan was held in Battle Creek, beginning Dec. 31, 1903. The number of delegates enrolled was one hundred and fifteen.

New Year's eve at 7 o'clock, an informal

reception was given in the Tabernacle vestries. At 8 o'clock the first meeting was called in the auditorium. Addresses of welcome were promptly followed by responses, "For the Delegates" by J. B. Blosser, the Field Canvasser of the Lake Union Conference, and J. H. Haughey, of Emmanuel Missionary College; and "For the Visitors" by E. K. Slade and J. J. Irwin, superinten-

dents of education in the East and West Michigan conferences, respectively.

Elder Luther Warren then gave in a few words the "key-note" of the convention,— "Time is Short." Before the first meeting closed, evidences of the special blessing of Heaven were manifested.

Friday morning Elder Warren conducted a most interesting Bible study. The educational work was the first to receive attention in the convention proper. "The Need of Training," "The Way To Obtain It," "Our Many Advantages," and "The Call to the Youth," were topics taken up in the forenoon session, being carefully discussed by Dr. E. J. Waggoner, Elder Warren, Eld. E. K. Slade, J. G. Lamson, and others.

New Year's afternoon was spent in making "New Year calls." First, the company were taken to the Haskell Home, and afterwards were cordially welcomed to the home of Dr. and Mrs. J. H. Kellogg. The American Medical Missionary College and the Sanitarium were then visited, and at the beginning of the Sabbath we assembled in the Sanitarium gymnasium for vespers. Dr. Kellogg spoke to the delegates, giving interesting and instructive experiences.

W. S. Sadler, who had just returned from work on the Pacific Coast, occupied the early evening hour, taking for his text, "Today, if ye will hear His voice." The need of a definite consecration was most fittingly emphasized. The response was hearty. About one hundred and fifty sought victory in power over sin. Many consecrated their lives for full service.

Sabbath morning, Prof. J. G. Lamson occupied the eleven o'clock hour, speaking of "The Pioneers," emphasizing the fact that fifty per cent. of the missionaries, both at home and abroad, entered upon their work prior to their twenty-seventh birthday, and that ninety-five per cent. were under thirty-five. What God has done through young men and women in the past, he will yet do with those who will consecrate their abilities to him. We need pioneers. God is calling for the youth to do definite, active work for him and it is time that we respond without a moment's delay.

In the afternoon Elder Warren spoke to a full house on "Volunteers for Service." God by his Spirit witnessed to the words spoken, and when the call "Who will enlist?" was made, many responded by a full and complete consecration, and expressed their willingness to follow God's voice wherever it might lead them.

Following Elder Warren's Bible study on Sunday morning, the "Near-by Fields," both medical and educational, were discussed. Many very practical suggestions were made about beginning work right where we are, no difference what may be our surroundings. The Missionary Training School of Correspondence, conducted at Berrien Springs, Mich., and the Missionary Training School for Nurses, conducted in connection with the Battle Creek Sanitarium, were spoken of by E. A. Sutherland and Dr. David Paulson, and recommended to those who can not attend one of our schools but who desire to fit themselves for more effectual service. As a result, a number enrolled for the correspondence courses.

Eld. S. M. Butler, principal of the Cedar Lake Academy, spoke of the opportunities presented by our intermediate industrial schools, especially emphasizing the thought that in these days those who really desire an education are almost without excuse if they do not secure one.

The delegates to the convention and members of the Central Convention Committee accepted an invitation from the Sanitarium family to dine with them at East Hall Sunday noon. It was a cheerful company that gathered upon this occasion, many of whom had never before had the opportunity of enjoying an "out-and-out" Sanitarium meal.

Later the discussion of the "Near-by Fields" was continued under the sub-heads of "The Silent Messengers," and "The Living Minister," the first topic dealing with the scattering of literature, and the latter with the thought that our lives and words should tell most emphatically for Christ.

Sunday evening Eld. I. H. Evans spoke on "Distant Fields," and the call that fol-

lowed, "Who will go for us?" was responded to by young, yet strong and brave hearts.

The testimonies borne at the closing meeting told of many souls who had been reclaimed, and others who had surrendered their lives and all for the first time. Many told of their decision to enter various departments of the work at once. Bible work, canvassing, teaching, and medical missionary work, were mentioned. The work begun during the convention could not well be stopped with its close, and Elder Warren is still carrying on the meetings.

As the result, two hundred and seventeen have been baptized. The majority of these are young people, although the movement has not been confined exclusively to them. We thank God for his guiding hand in bringing about a far greater and deeper work than any of us had dared hope for.

"A LITTLE CHILD SHALL LEAD THEM"

BY LOTTIE FARREL

One of our teachers, who is taking the Bible Course in the Missionary Training School of Correspondence, Berrien Springs, Mich., gives the church, as well as the school, the benefit of these studies. The study is carried on in the homes during the week, and on the Sabbath the parents and children unite in the recitations. I think a brief extract from a letter received from this teacher will bring before your minds the blessed results of this work better than I can tell it to you.

"All who are old enough join in these studies, and enjoy them very much. The first three Sabbaths I had one of the school children outline the chapter of the previous week on the blackboard, as they had outlined their Bible lessons at school, and the older ones thought the children would best know how to do it. Last Sabbath I asked several of the church-members to outline the chapter, but they thought they could not do it. One little girl said, 'Teacher, I will tell them what to write, if they will write it. I can't write.' So her mother went to the blackboard and did the writing,

and the little girl named the subjects. The older members then said they would never refuse again. It would just do any one good to see how enthusiastic even the primary class is in this Bible study."

Dear brethren and sisters, do you not believe the above described scene is one which pleases our Heavenly Father? Would he not be glad to see every church and Sabbath school engaged in the same work? It seems to me that this kind of work would bring such unity and interest in Bible study into our church and Sabbath schools as we have never yet seen. Are there not some who would like to try it?

Bethel, Wis.

PROGRESS IN EAST MICHIGAN

BY E. K. SLADE

A good work is being done in the Christian schools of East Michigan. There are fourteen schools now in operation, with an aggregate of about 200 pupils. These schools are doing a good work not only for the children, but for the churches where they are located.

Our teachers are of good courage, and all are aiming to reach the high standard set by Christian education. I think that without exception they favor carrying out as fully as possible the instruction that has been given bearing upon all phases of child development. It has been our ambition to bring Christian education within the reach of isolated families, but as yet we have done little more than to urge upon them the importance of this work.

The scarcity of teachers has prevented the organization of as many schools as we should have. Our conference decided in its last session to raise an educational fund of \$2,000 with which to pay our teachers.

Nearly all if not the whole of this amount has been given and pledged, which has permitted us thus far to pay our teachers promptly. This plan is working well, and we feel with our present experience that it is more satisfactory than the local support of schools.

I am glad to report a very hearty co-operation on the part of all, and many evidences of success in all the schools.

Lansing, Mich.

THE EVIL RESULTS OF CENTRALIZATION

From one of the educational superintendents who has had ample opportunity to watch the result where many families congregate in one place in order to put their children in a Christian school, the following words are quoted:—

“Our school numbers one hundred and twenty. We have had to employ a fourth teacher. If only one-fourth or one-sixth of that number were here, how much more effective our work would be. The small schools throughout the state are doing much better work than we can hope to do in our congested condition. And yet families keep moving in. It requires ten times the effort to control the children here that it does in other places, and in many other ways the work is much harder. One of the saddest features of the situation is that this congested state causes financial embarrassment in the smaller schools.

Some schools have even been killed by this spirit of centralization. As teachers, we are so burdened and perplexed over the situation that we seriously consider leading an exodus and starting small schools ourselves.”

BULUWAYO (CENTRAL AFRICA) SCHOOL AND MISSION

BY W. H. ANDERSON

We have about fifty in the school home and seventy in the day school. In addition to this number we have nearly one hundred and fifty who are attending the schools that are taught by our faithful boys in the kraals at a distance from us.

We are trying to follow the instruction that has been given us so many times to train burden-bearers. Yet it is here as it is elsewhere,—there are few that one can depend upon. There are many whom we can depend on some of the time and in some places, but to find one whom we can depend on at all times and in all places and under the most trying circumstances, is difficult.

We need men who are masters of any situation. They will be placed many times

far from outside help. They will have to erect their own buildings. They will have to grow their own feed. They will have to be leaders and instructors in every enterprise. They will have to stand alone when everything seems against them. They must know this truth will triumph, and be determined to triumph with it in spite of all appearances. They must be able to endure, as seeing Him who is invisible.

Yet when we see the change that God has wrought in the few years that we have been here, we are found saying many times that these people are farther advanced than we are; that is, in comparison to the light they have had.

We open a school as the first step in raising up a church; we send out a teacher first, and the preacher follows him. Or I might more properly say that the teacher is the preacher, and the preacher is the teacher. A preacher who is not an educator is of no use to us here; and a teacher who can not teach the science of salvation, and who does not make it his first, last, and only work to prepare pupils for the kingdom, is of no use to us.—*Review and Herald.*

LA RENA CARPENTER, who has, until the present year, been teaching in Nebraska, writes from Harmattan, Alberta, Northwest Territory: “I know you will be interested in the educational work in Alberta.

“A church school was organized at this place last winter. It was the first in the Northwest Territory. As the weather is very cold, there was no suitable place for the school, and it was closed at the end of two months. The parents, however, were determined that their children should receive a Christian education, and put forth a greater effort to accomplish their purpose. I was invited to take charge of the school, and left my home in Nebraska the latter part of August. The school opened the first Monday in September. I have an enrollment of ten. The children show a great desire to do what is right, and to prepare to meet Jesus when he comes. When this school closes, I shall go to Ponoka to organ-

ize a school. That school will not be large, as there are not more than seven or eight children in that place. There are several families near here who desire home schools, but we have no one to fill these calls. The Spirit of the Lord is working upon the hearts of the people in this part of the country, and they are beginning to inquire, 'How shall we order the child?'"

NAOMI WORTHEN, well known among Christian teachers, is working this year for the children and youth of Cliff Island, Me. Recently she has written: "This is the only church school in Maine, but I hope others will be organized soon. I have twenty-five pupils ranging from the first to the eight grade. They differ from most children, for they are nearly as much at home on the sea as on the land. They are becoming deeply interested in missionary work. I have nine little ones who are waiting for Bible Reader No. 1.

"I want you to know something of the school garden at Taftsville, Vt., where I taught last year. It proved a financial success, as well as an educational factor in the school. When I left, the potatoes had not all been dug, but it was estimated that our little garden would yield twenty-five bushels. We raised a few strawberries, and harvested some hay. Plans had been made to put out new strawberry plants this spring. I hope to be able to give some practical instruction in gardening here. I am deeply interested in all phases of this garden work, and am thankful for a part in it."

JENNIE JUDSON, writing from Lake Odessa, Michigan, says, "This is the second year for the school work in this place, so you see it is still in its infancy. Nevertheless we are of good courage, and shall endeavor to keep pace with the work. During the past three months we have visited three of the public schools in this vicinity, thus meeting many of the children and youth; and have left a *Life Boat* or *Bible Training School* in every home. Many seem very much interested in our work, and we are earnestly praying that they may be led

to see more of the handiwork of God. Though we are only a small family school, we want to let our light shine, and to be faithful in the little that God gives us strength to do."

Dr. A. B. OLSEN, of Surrey Hills Hydro-pathic Institution, a branch of the Battle Creek Sanitarium located at Caterham, Surrey, England, writes: "You will be pleased to learn that the English *Good Health* is enjoying a wide circulation. Of the sixty thousand copies printed this month, practically all have been sold. Our Caterham Sanitarium is enjoying a fair patronage. We have had an excellent class of patients, and I believe much good is being accomplished. We have a nurses' training class numbering nine. The work is new, but it is making progress."

MABEL BOSTWICK, who was formerly a teacher in Illinois, writes from Escondido, California: "I am teaching a little school at this place. My pupils have made rapid progress in their studies, and the spiritual interest is good. Nearly all desire to be missionaries, and are studying with that end in view. Several children whose parents are not Adventists have attended the school. It is my desire to be taught by the great Teacher, that I may be truly a teacher sent of God. Southern California is deeply interested in the educational work. Our teachers are now paid by the conference from a fund supplied by the second tithe."

F. G. SPECHT, Educational Superintendent of North Dakota, writes: "The foundation for our industrial school is finished, but, because of the cold weather, further work must be postponed until spring."

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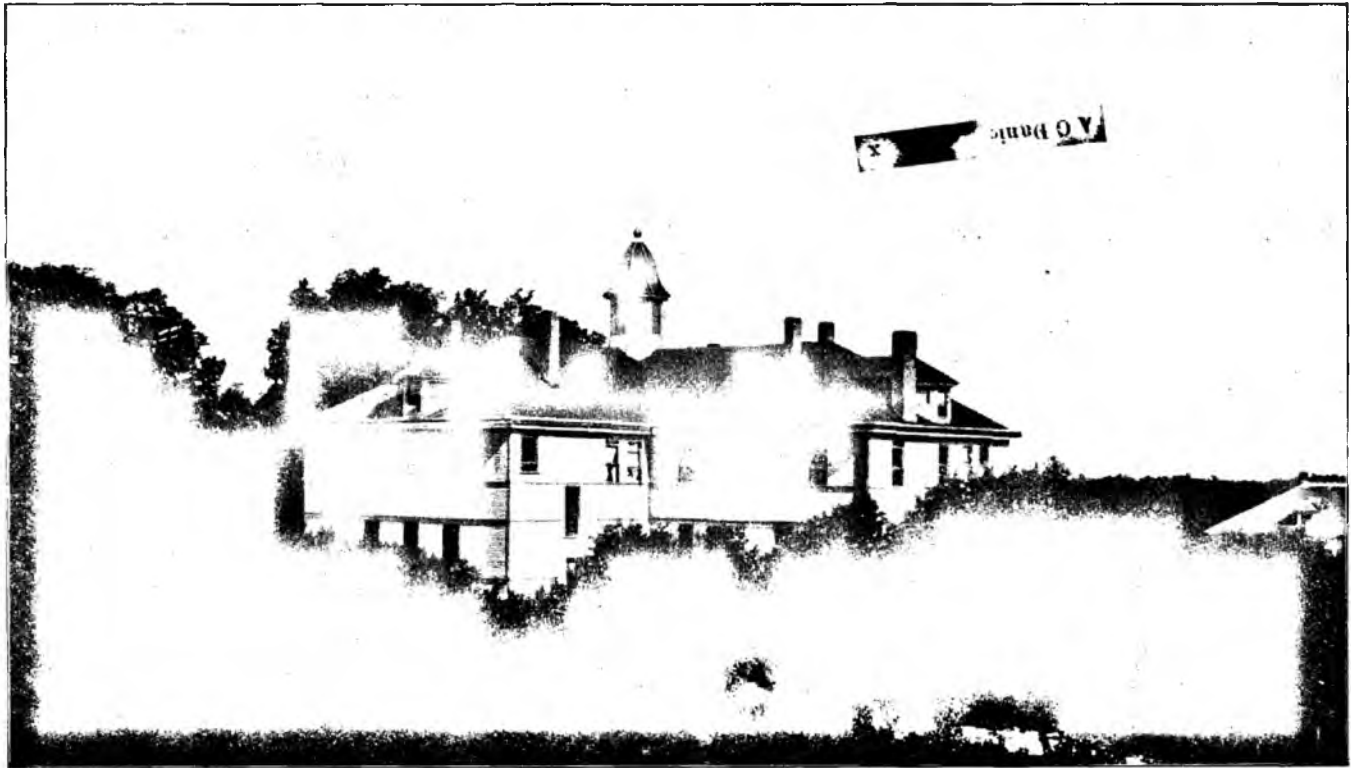
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