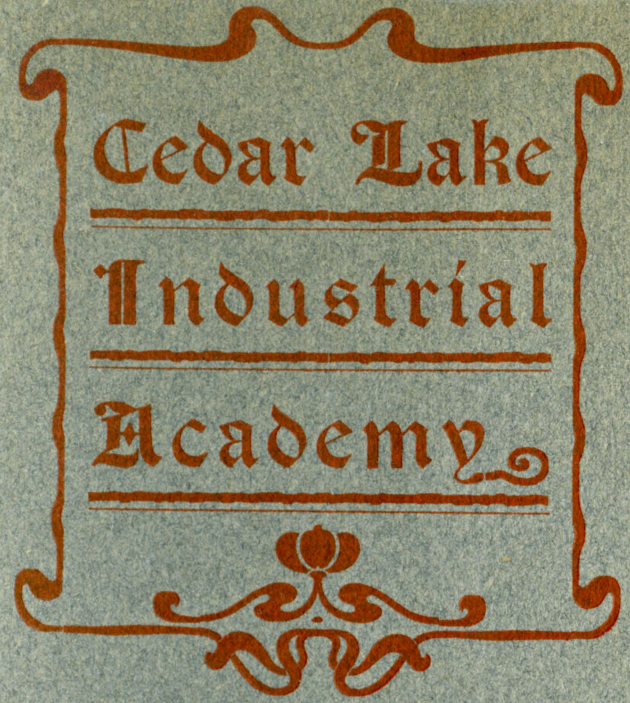


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Cedar Lake

Industrial

Academy



Cedar Lake, Mich.

EMMANUEL MISSIONARY COLLEGE PRESS,  
PRINTER,  
BERRIEN SPRINGS, MICH.

1906-07

LF 8885



1906-7

**Eighth Annual Calendar of**

**Cedar Lake Industrial Academy**

**Cedar Lake, Michigan**

1906-7



### Board of Trustees.

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W. J. McCURDY, Cedar Lake, Mich.  
CLIFFORD RUSSELL, Allegan, Mich.  
S. M. BUTLER, Cedar Lake, Mich.

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### Faculty.

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S. M. BUTLER, *Principal*,  
Bible, Arithmetic, History, Language.

MRS. S. M. BUTLER, *Matron and Preceptress*,  
Bible, Language, Geography.

LESLIE AVERY, *Preceptor*,  
Bible, Science, Mathematics.

MAE PARKER,  
Commercial Department.

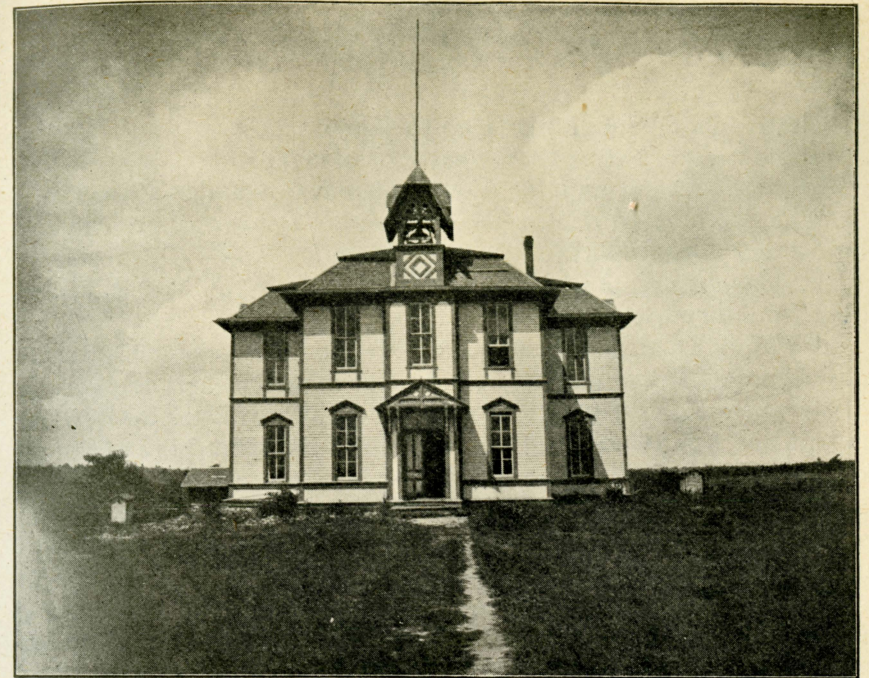
MRS. DORA STRAIGHT,  
Instrumental Music.

\*  
Vocal Music.

MRS. C. J. TOLF,  
Primary Department.

Manual work by all of the faculty.

\*To be supplied.



School Building.

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### Calendar.

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FIRST TERM—EIGHTEEN WEEKS.

September 25, 1906 ..... Term begins.

January 29, 1907 ..... Term closes.

SECOND TERM—EIGHTEEN WEEKS.

January 30, 1907 ..... Term begins.

June 4, 1907 ..... Term closes.



Go to school, young man; go to school.

Education is better than wealth or pleasure.

If you don't get an education, its because you don't want it.

The uneducated man is like yesterday's newspaper,—he can not fill any very important place in affairs.

It doesn't matter what you expect to do in this world, you're a back number without an education.

"If only I had the chance, I'd —." You have as much chance as anybody. Take your hands out of your pocket and seize it.

If you want an education, and are willing to hustle for it, write us and see what we can do for you. We like that kind of young folks.

You can never appreciate education until you get it. Then you will find that it has added greatly to your usefulness, as well as to your happiness.

Educated people have a mighty advantage over the uneducated. That was never so true as today, and it is not so true today as it will be tomorrow. Progress is the watchword of the age.

This year is the best time that you will ever have to go to school. Every year that you wait you will feel less inclined to go, and the difficulties will become greater.

Do you have hindrances to getting an education? Of course you do; you always will have. Everybody does. But pitch in; you can overcome the obstacles. It is remarkable how difficulties remove before a determined man.

Don't wait until all your wants are supplied. It is probable that the most of them are imaginary anyway. Come with your old clothes, if necessary. Poor folks are respected here as much as anybody. Only two things count,—character and a determination to get an education.

If you had only ten years in which to accomplish your life work, it would pay you to take half of that time, if necessary, to prepare for it. Jesus spent thirty years in preparation for three and a half years of labor. Moses was forty years training for his work.

There is no place in the world now for bunglers. The demand in every profession is for experts. No price is too high to pay for the services of a man who can do things better than anyone else. The cause of God also demands skilled workers in every department. That is one of its greatest needs today. Why should not you be one of such workers?

## Cedar Lake Academy.

### Introductory.

#### A WORD TO PARENTS.

"There are two sides to every question." Correct judgment can not be formed of any question until both sides have been considered. The school question has a business side and —another side. Viewed as a purely business proposition, it is a little cheaper to keep your son and daughter at home and send them to the public school.

But you know that that which costs the least money is not always the cheapest. It depends on the quality a great deal. We have not a word to say against the state schools. They have done and are still doing a great work. But the education which they give is necessarily secular; it is intended to fit students for the service of this world only. While they can inculcate certain moral principles, they are prohibited from teaching anything of a religious nature. It is just for this reason that our schools have been organized. While giving as thorough training in the secular branches as can be obtained in any school, they foster in the student a love for God, for the Bible, and for the truth for these last days.

Now there are your children. You expect great things of them because they are your children. No doubt they are capable of all that you are hoping for. But in what manner and for whom shall their talents be employed? That is the great question now. The world is making high bids for their services, and they are leaning that way, perhaps more heavily than you are aware. The offers are tempting to young and sanguine natures. Satan presented the glory of this world to Christ in its most attractive form, and so he is doing to the young of this generation. And, alas! he is ensnaring too many of them in his devices. Will you deliberately put them where the current is strongest because it costs a little less? Why not sell a horse or two, or a part of your farm if need be, and send your children to a school where their

thoughts will be directed in another channel? If you succeed in saving them to the cause, it will be a far better investment than money laid up in the bank. It will yield the largest dividend of any transaction that you ever made. It will surely pay to educate John and Mary, and to educate them in a Christian school. Try it, and see if we are not right.

#### A WORD TO THE BOY AND GIRL.

How did you come to be in this world, anyway? Did it just happen? Or was your coming a part of the inscrutable plan of God? Did you ever in all your life sit down, and, shutting everything else out of your mind, give these questions candid consideration?

If it has never occurred to you, and burned itself into your soul, that you have a mission to perform in this world, you have not yet apprehended the meaning of life. Perhaps the work that you were born to do can be done by another, and perhaps it will be, if you refuse to accept the responsibility of doing it yourself; but in that case, you will sustain an irreparable loss.

What meaning this gives to life! Are you making preparation to discharge the duties of your appointed task? Some day your opportunity will come. If you, like Elisha of old, are ready, the mantle will fall upon you. Perhaps your work will be at home; perhaps in some foreign land; but when the golden moment arrives you must be ready.

The preparation that you will need is two-fold. First you must be a Christian. No one can rightly understand and properly fulfil his mission in life whose heart impulses are not controlled by the Spirit of God. But in addition to this you will need a thorough education. This will add greatly to your efficiency. Indeed, without it you will never be able to achieve anything very remarkable. Almost without exception the men who have acted a prominent part in the Lord's work, have been not only men of piety but men of learning. Do not imagine that you can be an exception to this rule. Face life as a real thing with a mighty meaning. Begin now to prepare for your work. Do not wait until next year. Procrastination is the thief of education as well as of time.

#### Historical.

The Cedar Lake Industrial Academy is among the oldest of the intermediate schools founded by Seventh-day Adventists.

In response to the instruction given to the denomination that our children and youth should be educated in our own schools, the people of the Michigan Conference, at their annual meeting in 1898, took steps to build up such an educational system as should make it possible to accomplish this end. The Academy is one result of the movement then begun. The school was opened for students in February, 1899, and has held regular sessions each year since.

When the Michigan Conference was divided in 1902, Cedar Lake, being located in the territory of the West Michigan Conference, the school became the property of that conference.

#### Object of the School.

The school has two primary objects in view: First, to train students to enter the "higher school above". The management believes that the development of character is the most essential part of the student's education. The school that does not make this feature of its work strong comes short at the most vital



A Quiet Retreat, Three-fourths Mile From the Academy.

point. Though its work may be of the highest order from a literary standpoint it will not win the favor of Heaven if the character building of its students is not given the most diligent attention. God has but little regard for the achievements of men that are conceived in selfishness and carried to consummation for human glorification or profit. The fairest works of man are swept with the besom of destruction that the Almighty may teach him that He does not respect his pride. But character wins the admiration of God wherever and in whomever found. The best energies of the school should, therefore, be devoted to the character building of its students. Personal religion is not, however, urged upon those to whom it is distasteful. But by right example, by precept so far as it is appropriate, and by surrounding the student with wholesome moral atmosphere the effort is made to teach him the true value of character, and to assist him in its development.

The second result which the school aims to accomplish is to train its students to take an active and effective part in the proclamation of the "gospel of the kingdom". The management believes that God has committed to Seventh-day Adventists the important and highly honorable work of giving the Third Angel's Message to the world, and it is their firm conviction that the children and youth of Sabbath-keeping parents should be educated for that work. No effort is made to inspire those who come here with an ambition to gain the emoluments or the honors of the world. "The Third Angel's Message to the world in this generation" is the motto of the school, and no effort is made to interest the student in other lines of work. This idea is the controlling one in the formation of the courses of study, and it dominates all the work of the school. It is with much pleasure that we note the results of this policy as it has been worked out in the past. A number of our students are now engaged actively in the Master's service. Several are out in the field as canvassers the present season, not only for the means which they can thus earn, but for the experience that they will gain. They are expecting to return to the school in the fall to further prepare themselves for work.

#### **Location.**

The location of the school is admirably adapted to the attainment of these fundamental ideas. Situated in the country far from the contaminating influences of city life which are

proving the ruin of so many of the youth of today, the student is free to devote himself to the pursuit of that knowledge which the Bible declares to be above the price of rubies. "In retired places, where we are farthest from the corrupting maxims, customs, and excitements of the world, and nearest to the heart of nature, Christ makes his presence known to us, and speaks to our souls of his peace and love."

We do not claim that students who are so inclined can not go astray here. But those who are honestly seeking for an education under circumstances favorable to the development of Christian character will find here much that will appeal to them.

The school does not, however, close its doors to those who are not active Christians. All young people of good moral character who will comply with the regulations of the institution are made welcome. While the courses of study, as stated above, are arranged with the idea of fitting workers for the cause of God, yet we believe that young men and women who desire to educate themselves for any of the honorable callings of the world will find in them as good preparation as can be found in any other school.

#### **The Home Life.**

The education received by the student in the Home of the school is not secondary to his literary training. Habits of order, neatness, accuracy, punctuality, and Christian courtesy are invaluable factors in character building, and contribute very materially to success in any calling. Those in charge of the Home seek to maintain an atmosphere as like the ideal home as possible. Daily meetings of students and instructors in the dining room, at morning and evening worship, and such social intercourse at other times as does not interfere with the regulations that experience has shown to be for the best good of the school, give to the place an atmosphere of home companionship.

It will readily be seen, however, that it is not possible to grant that freedom of conduct that would be proper in the private home circle. Certain restrictions must be placed upon the actions of the school family. These relate to such matters as rising and retiring, visiting the rooms of other students, conduct in and about the buildings, leaving the premises, the prompt and faithful discharge of all work assigned, personal appearance, care of rooms, etc. While some of these things might perhaps be disregarded in the association of parents and children, brothers

and sisters, to ignore them in a large family would result in utter confusion, and defeat of that for which the school stands.

### **The Farm.**

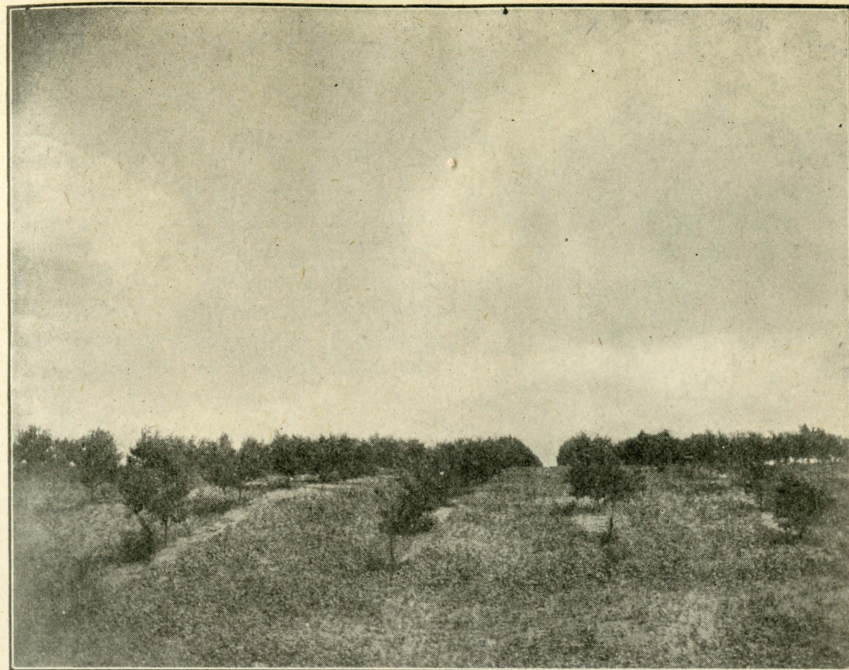
The school now owns eighty-two acres of land. Fifty acres are under cultivation, the remainder being used for pasture lands. The soil is a good quality, well adapted to nearly all kinds of fruit, vegetables, grains and grasses. Potatoes are one of the principal crops grown in this vicinity. The yield is from one hundred and fifty to two hundred and fifty bushels per acre. There is a ready market for the crop at prices ranging from twenty-five to seventy-five cents per bushel. The school table is supplied by the farm with such products as are peculiar to this region. This materially lessens the expense of providing the board of the students during the school year, besides furnishing labor for two or three boys during the summer months. This enables some to attend the school who otherwise would not be able to do so.

### **Fruit Culture.**

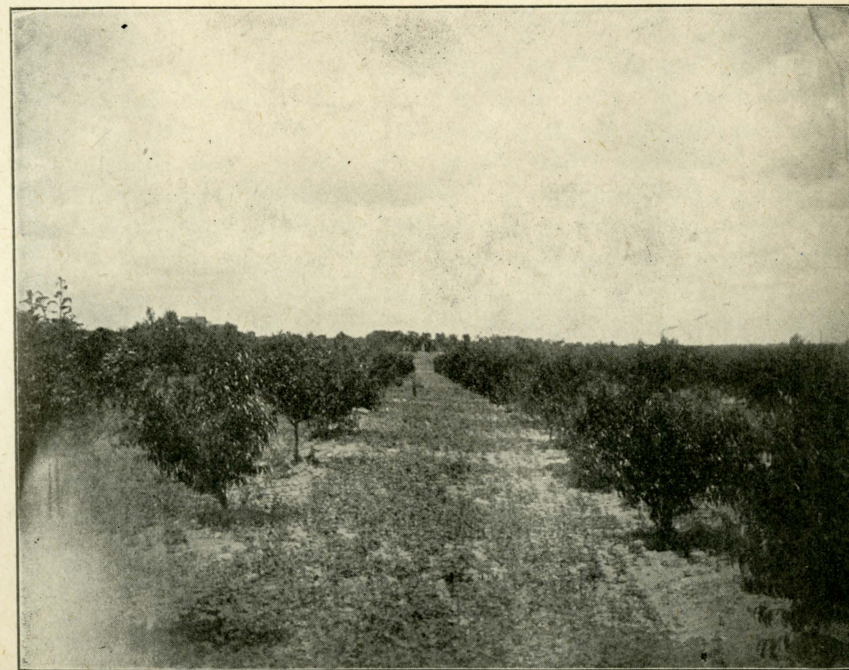
At present there are about eight acres planted to orchards of various kinds of trees. Peaches predominate, but there is a goodly number of apple, pear, and cherry trees. Other fruits are strawberries, grapes, and red and black raspberries.

### **Industries.**

During the first years of the school considerable attention was given to the matter of industries of various kinds and several were planned at different times. More thorough study, however, of the design of schools of this class convinced those in charge that for the present at least agriculture should receive the chief attention. Hence the principal effort has been to promote that branch of the industrial pursuits. It seems, however, that the time has come when some enlargement should be made upon this policy, and other industries begun. A canning factory and broom shop have been considered, but as yet no definite steps have been taken to put them into operation. Here is an opportunity for the friends of industrial education to provide the means with which to start these enterprises. This will be a substantial way of aiding worthy young men and women to secure an education. We shall be glad to correspond with any who may be interested.



Two Views of the Peach Orchard.



### Laundry Work.

The school maintains a laundry for the benefit of the students. All work is done by the piece, similar to the method followed by the ordinary public laundry, but at prices ranging somewhat lower. Students will not be permitted to have washing done by private parties outside of the dormitory, except by special arrangement with the business manager. Neither will washing of clothing in the rooms be allowed. The work of the laundry is done by the young ladies of the school, for which they are paid at a fixed rate per hour.

### Care of the Rooms.

It is a part of the student's regular duties to see that his room is kept in a neat and tidy condition. Any failure in this respect will be regarded as a breach of conduct, and the offender will become subject to discipline. Regular inspection will be made by the person in charge of the different halls, and nothing savoring of uncleanness in the rooms will be tolerated. This is insisted upon because we believe it to be right. God is daily importuned to let his blessing rest upon the school; but we know full well that his presence will not abide where untidiness reigns.

But apart from this consideration, there are good reasons for insisting that the student give careful attention to this matter. It is an important element in character building, and exercises no small influence upon the student's future usefulness. The young man or woman who is careless in personal appearance, or who is content to live in a poorly kept room, will manifest the same lack of thoroughness in all that is undertaken. It will appear in the classroom in poorly prepared lessons, in the house and on the farm in slighted tasks; and later in life the same haphazard efforts will be manifested in whatever is undertaken. Such persons will always be compelled to occupy inferior positions no matter what their natural abilities may be. Only those who take life as a stern reality can hope to succeed.

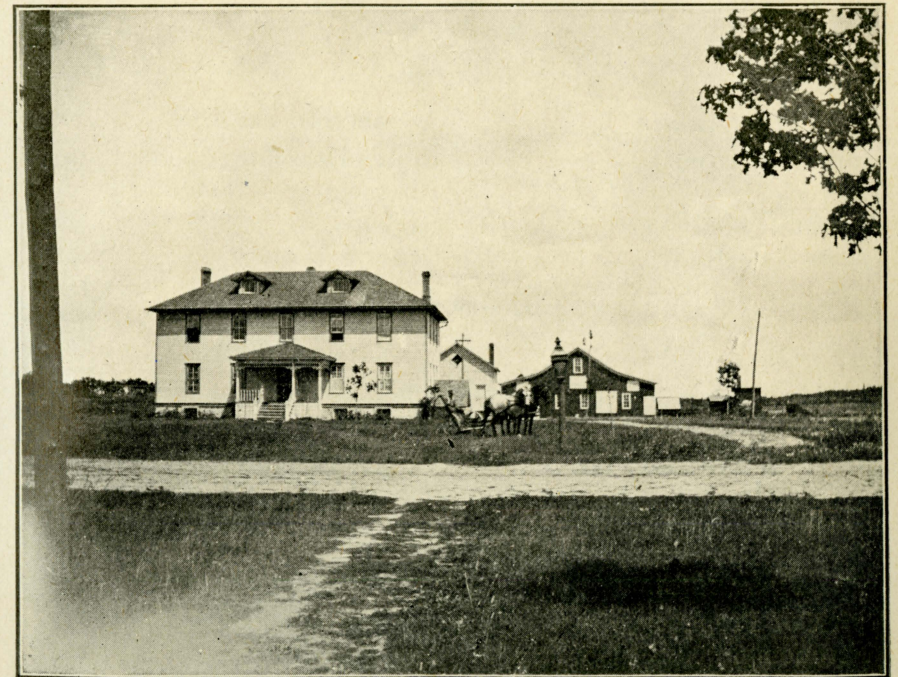
### Courses of Study.

Three courses of study are offered by the Academy as follows: Academic, Intermediate, and Commercial, or Business. Upon satisfactory completion of any one or more of the courses a diploma will be given to the student. The diploma will show

what course he has pursued, the subjects of the course, and the student's standing in each subject. There must be an average standing of 85, with nothing less than 75 in order to be graduated.

**THE ACADEMIC COURSE.**—The Academic Course includes such subjects as are ordinarily found in high school courses, with such additional matter as is peculiar to us as a people. This is designed for students who desire a more thorough education than is offered by either of the other courses. The course is based upon the unit system; that is, each study pursued for three months, five recitations per week, forty minutes to the recitation is counted as one unit. This course will prepare students to take up work in the college. It requires four years to complete the work outlined in this course, commencing at the ninth and ending with the twelfth grade.

**THE INTERMEDIATE COURSE.**—The Intermediate course is designed for those students who do not desire to continue their work for so long a time as is required by the Academic Course. It begins with the seventh grade and continues through the tenth.



Dormitory. Carpenter Shop. Barn. Blacksmith Shop.  
General View of Buildings, Except School Building.



This will fit the student for Bible work, and also to teach for a time in the church schools of the conference.

COMMERCIAL COURSE.—The Commercial Course covers the same ground as the Intermediate Course for the first three years, excepting that Commercial Law and Commercial Geography will be substituted for Civics and Botany in the third year. The last year of the course special attention will be given to the commercial branches, particularly stenography, typewriting, and bookkeeping. Graduates from this course will be prepared to take positions as stenographers and bookkeepers.

### Academic Course.

#### Ninth Grade.

##### FIRST TERM.

Composition,  
United States History,  
Physiology,  
Civics.

##### SECOND TERM.

Bible (Prophecy),  
United States History,  
Physiology,  
Botany.

#### Tenth Grade.

##### FIRST TERM.

Bible (Doctrines),  
Rhetoric,  
Algebra,  
General History.

##### SECOND TERM.

Bible (Denominational History)  
Rhetoric,  
Algebra,  
General History.

#### Eleventh Grade.

##### FIRST TERM:

Bible (Daniel and Revelation),  
Physics,  
Plane Geometry,  
Chemistry.

##### SECOND TERM:

Bible (History of Missions),  
Physics,  
Solid Geometry,  
Zoology.

#### Twelfth Grade.

##### FIRST TERM.

Spirit of Prophecy,  
Astronomy,  
Bookkeeping,  
History,  
Literature.

##### SECOND TERM.

Spirit of Prophecy,  
Bookkeeping,  
History,  
Literature.

### Intermediate Course.

#### Seventh Grade.

##### FIRST TERM.

Bible (Old Testament),  
Practical Arithmetic,  
English Grammar,  
Advanced Geography.

##### SECOND TERM.

Bible (Old Testament),  
Practical Arithmetic,  
English Grammar,  
Advanced Geography.

#### Eighth Grade.

##### FIRST TERM.

Bible (New Testament),  
English,  
Commercial Arithmetic,  
Physics (Elementary).

##### SECOND TERM.

Bible (Acts and Epistles),  
Commercial Arithmetic,  
English,  
Elements of Agriculture,  
Elementary Bookkeeping.

#### Ninth Grade.

##### FIRST TERM.

Composition,  
United States History,  
Physiology,  
Civics.

##### SECOND TERM.

Bible (Prophecy),  
United States History,  
Physiology,  
Botany.

#### Tenth Grade.

##### FIRST TERM.

Bible (Doctrines),  
Rhetoric,  
Algebra,  
General History.

##### SECOND TERM.

Bible (Denominational History)  
Rhetoric,  
Algebra,  
General History.

### Commercial Course.

#### Seventh Grade.

##### FIRST TERM.

Bible (Old Testament),  
Practical Arithmetic,  
English Grammar,  
Advanced Geography.

##### SECOND TERM.

Bible (Old Testament),  
Practical Arithmetic,  
English Grammar,  
Advanced Geography.

#### Eighth Grade.

##### FIRST TERM.

Bible (New Testament),  
English,

##### SECOND TERM.

Bible (Acts and Epistles),  
English,

Commercial Arithmetic,  
Physics (Elementary),

Commercial Arithmetic,  
Elements of Agriculture,  
Elementary Bookkeeping.

#### Ninth Grade.

##### FIRST TERM.

Composition,  
United States History,  
Physiology,  
Commercial Law.

##### SECOND TERM.

Bible (Prophecy),  
United States History,  
Physiology,  
Commercial Geography.

#### Tenth Grade.

##### FIRST TERM.

Bible (Doctrines),  
Rhetoric,  
Stenography,  
Typewriting,  
Bookkeeping.

##### SECOND TERM.

Bible (Denominational History)  
Rhetoric,  
Stenography,  
Typewriting,  
Bookkeeping.

### Music Courses.

#### Vocal.

A class will be formed for the study of vocal music. The work done in this class will consist of sight singing, learning the rudiments, etc.

#### Instrumental.—Piano.

FIRST YEAR. Fundamental technical work. Rudiments of music, chords, scales and arpeggios in all major keys, (Matthew's Studies, first and second grades), easy hymns, and two selections from standard authors.

SECOND YEAR. Technical work, chords, scales and arpeggios, in all major and minor keys (Matthew's Studies, third grade, complete), hymns, voluntaries, and four selections from standard authors.

THIRD YEAR. Advanced technical work, chords, scales and arpeggios, contrary motion (Matthew's Studies, fourth and fifth grades), difficult hymns, anthems, chants, voluntaries, and six selections from standard authors.

FOURTH YEAR. Scales in all major and minor keys (Matthew's Studies, sixth and seventh grades), with selections from Mozart, Bach, Czerny, Mendelssohn.



A Partial View of the Corn Field; Planted April 23, 1906; Photographed July 17;  $4\frac{1}{2}$  feet high.

#### Drills.

Daily drills will be conducted in reading, writing, and spelling. All students who can not give satisfactory evidence of proficiency in these subjects will be required to take the drills as long as seems necessary to the faculty.

#### Agriculture.

The term agriculture, as used in this catalogue, embraces such subjects as the different kinds of soil, tillage and drainage, fertilizers, rotation of crops, laws of plant life and growth, parasites, pruning, grafting, propogating, cultivation, care of farm animals and poultry.

#### Expenses.

The total cost to the student need not exceed fifteen dollars per month. Tuition and room rent, including heat and light for

the room, are eight dollars; the board averages from five to seven dollars per month. The board is furnished on the order plan; that is, each student orders from a bill of fare what he desires for the next meal. All orders, unless otherwise designated, are two cents each. This method enables the student to know all the time what his board is costing him. All expenses are reckoned by the calendar month. No deduction will be made for absence from classes, whether resulting from sickness or other causes. Tuition and room rent are payable in cash, strictly in advance. This rule must be adhered to.

The school can not guarantee, in advance, to furnish any student with a definite amount of labor, although we are anxious to make the expenses as light as is consistent with safe management of the Academy finances. Students who are willing and capable of doing, in a workmanlike manner, the duties assigned to them will be furnished such work as the school may have, and will be paid for the performance thereof from seven to ten cents per hour. Merit, however, rather than the hour system, will be the guiding principle in paying for labor.

### Music.

On another page is given an outline of the music course. As this does not constitute a part of the required work of any of the courses, an extra charge will be made as follows: Seventy-five cents per lesson for the piano, and fifty cents for the organ. This includes instruction by the teacher once a week, and the use of the instrument for one hour's practice each day.

### The Library.

The library consists of about two hundred volumes, and magazines and newspapers are taken during the school year for the benefit of the students. In order to increase the efficiency of the library, a library fee of fifty cents is charged each student once each term. This is payable at the beginning of the term. We solicit donations of books for the library, and shall be glad to correspond with those who may be interested.

### Special Fees and Expenses.

Special charges will be made for all breakages or injuries to the school property, and a laboratory fee of two dollars for all who take natural philosophy and chemistry.

### Admittance.

The school is open to worthy young people of both sexes. Any student who knowingly and willfully transgresses the rules of the school thereby places himself outside of it. If allowed longer to remain, it is only by the sufferance of the faculty. Students unknown to the faculty should send letters of recommendation from some minister, or their church elder. It is part of the student's contract to abide by all of the rules and regulations of the school. The faculty reserve the right to dismiss any student from the school when in their judgment it is best for all concerned, even though there may be no overt transgression of the rules.

### Furnishings of Students' Rooms.

Each room is furnished with double bedstead and springs, table, mirror, slop jar, washbowl and pitcher. Students should bring a mattress, or straw tick to use for mattress, two comfortables, one pillow, two pillow slips, three sheets, one bedspread, one mattress cover, six towels, two napkins. Also, if he desires, lace curtains for two windows, and rugs or carpet for the floor. All articles should be plainly marked in indellible ink. Unmarked articles will not be accepted at the laundry.

### Vacation.

No vacation periods have been announced in the catalogue, but a recess will be taken at such times as may be arranged by the faculty.

### General Regulations.

1. Students will present themselves for examination and classification at the first school session after their arrival.
2. Students may not enter or drop any class without permission from the principal.
3. All tuition becomes due and payable as soon as classification is completed.
4. No rebate or reduction will be made because of classes dropped, until the fact of such change has been approved by the principal. Students who enter the school will be charged full tuition, whether present or not, until arrangements are made with the principal for release from the school.
5. Students will be expected, at all times and in all places, to

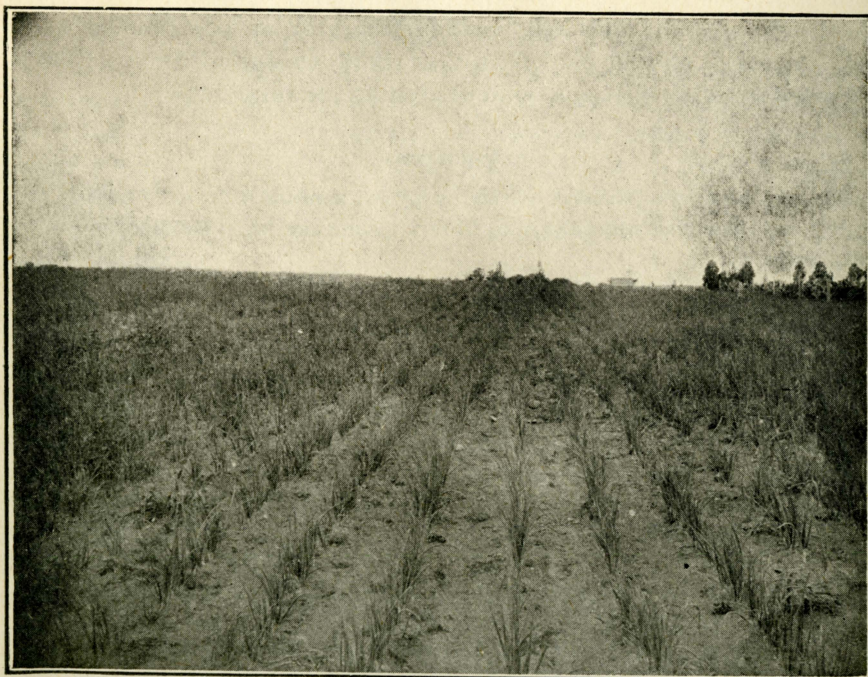
behave in a decorous manner. Anything that should not be seen in the conduct of a Christian man or woman is not desirable in the school.

6. Students must refrain from any intimacy with the opposite sex, exercising due and proper reserve in their association one with another.

7. Students may not leave the premises of the school without the consent of the teacher in charge. The boys will obtain permission from the preceptor and the girls from the preceptress. Students may not leave the village without special permission of the principal or one duly authorized to act for him.

8. Students will be expected to conform their habits of rising and retiring to the program announced in the dormitory at morning or evening prayers.

9. Attendance at the regular religious services of the Academy and church is required. These services are morning and evening worship in the dormitory parlor, Sabbath school and Sabbath service in the chapel, and students' prayer meeting Fri-



A Partial View of the Onion Field.

day evening. Attendance at other services of the school and church is optional.

10. Students will be expected to perform faithfully and cheerfully such manual duties as may be assigned them in the care of the dormitory, the usual work of the kitchen, dining hall, laundry, workshop or the farm.

11. Students will not be permitted to invite friends to their rooms or to meals with them, without first obtaining permission of the person in charge.

12. Students will be expected to observe all special rules of the library, or any other department of the school.

13. Students will be held responsible for the proper use of all of the property of the school. They will be required to repair or replace all articles broken or injured, and to make good all damage to rooms, whether done accidentally or otherwise, providing that injury resulting from unavoidable cause may be rebated by the business manager.

14. Students are expected to have all of their mail sent in care of the Academy. They will not be permitted to have private boxes at the post office.

15. Parents and friends of the students are requested not to send them boxes or packages of food, other than fresh fruit.

16. Punctual attendance is expected of every student. One per cent will be deducted from the final standings for each case of tardiness, and two per cent for absence; provided, however, that a reasonable number of valid excuses may be accepted by the faculty.

17. Students are not expected to be strolling about the village or country on the Sabbath (Saturday), but to regard the day, and attend Sabbath school and public worship. They are not expected to make or receive calls on the Sabbath, nor should they spend a single Sabbath away from the dormitory during the term time; the excitement of meeting friends and visiting is not in harmony with the holy character of the day.

18. All denistry should be attended to before coming to the school, or postponed until vacation.

19. Students must not romp, scuffle, engage in any rude or unbecoming conduct, or make loud noises of any kind in the halls or rooms of the buildings.

20. The wearing of jewelry is not in harmony with the teachings of God's word and is, therefore, out of place in the Academy.

21. Any rules announced at morning or evening worship in

the parlor, or at chapel exercises, shall have equal force with those printed in this catalogue.

22. Should students send complaints of any kind to parents, the parents are respectfully requested to write to the principal before making any decision.

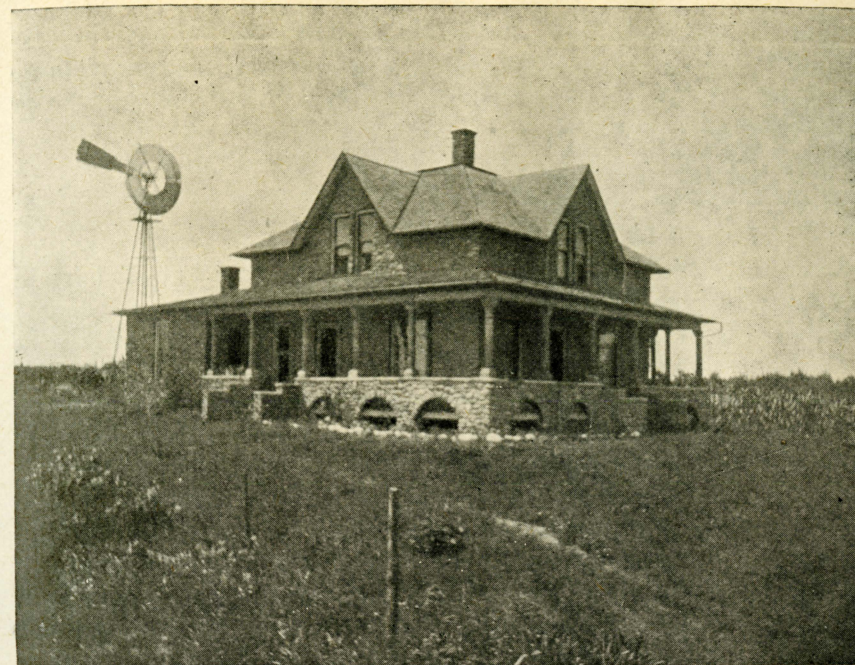
### Going Without a Message.

In the eighteenth chapter of second Samuel there is recorded a circumstance which is worthy of consideration by our young people. The incident referred to took place during Absalom's rebellion against his father. Absalom had been slain, and Joab, the captain of the host, sought for a messenger to bear the news to David. A certain man named Ahimaaz asked permission to go, but for some reason the request was denied, and another, Cushie, sent in his stead. When Cushie had departed, Ahimaaz renewed his request, and pressed his case so urgently that Joab's permission was at length given. Being fleet of foot he outran Cushie, and came first into the presence of the king. But when asked what tidings he bore, particularly if the young man Absalom was safe, he replied: "When Joab sent the king's servant, and me thy servant, I saw a great tumult, *but knew not what it was.*" Having nothing definite to tell, he was commanded to stand aside while Cushie broke the news to the king.

Some of our young people are in a position similar to that of Ahimaaz. They have a love for the truth, and a zeal to see it carried forward, but their lack of information disqualifies them to become its messengers. It is not enough to have zeal; it must be according to knowledge.

Some reason that the Lord will supply what is lacking. It is not the purpose of this article to discourage the most illiterate from acting some part in this work. But we do wish to impress as many as possible with the thought that their usefulness will to a great degree depend upon the definiteness of their knowledge. Without this they will often be put to confusion, and they will fail to produce conviction in the minds of intelligent people.

In speaking thus we do not underestimate the worth of Christian experience. We fully appreciate the value of consecrated effort. Nevertheless we know that a warm heart, backed by a cultured mind, is a thousand fold more effective.



Farm Residence of Mr. E. L. Olmstead, one half mile from the Academy.

### Education and Success.

The time has passed when a young person can hope to achieve any great measure of success without a thorough education in at least the fundamental branches of learning. That our fathers succeeded without this, is no evidence that we can. The times and the people have greatly changed in the last generation. Higher qualifications are now demanded in every branch of industry. Specialists occupy almost every field of human endeavor. The young men and women who enter any calling today, immediately find themselves in sharp competition with keen and well disciplined intellects. If they themselves have not been well trained, alas for their success! They are doomed to failure. The world recognizes this, and is adapting its instruction to meet the condition.

If this is true of the world's workers, what shall be said of those who would be workers for God? It requires fine judgement, much technical knowledge, and great skill in its application, to successfully treat the "human form divine;" but somehow, the notion has got abroad that almost anybody can minister to the

needs of the soul. Is it any wonder that such meager results attend our efforts? Trained laborers are needed in every department of our work today, and for the lack of them the cause is languishing in many places.

### The Price of Success.

"The world is full of just-going-to-be's,—subjunctive heroes who might, could, would, or should be this or that but for certain obstacles or discouragements,—prospectuses which never become published works. They all long for success, but they want it at a discount. The "one price for all" is too high. They covet the golden round of the ladder, but they do not like to climb the difficult steps by which alone it can be reached. They long for victory, but shrink from the fight. They are forever looking for soft places and smooth surfaces where there will be the least resistance, forgetting that the very friction that retards the train upon the track and counteracts a fourth of the engine's power, is essential to its locomotion. Grease the track, and, though the engine puffs and the wheels revolve, the train will not move an inch.

"Work is difficult in proportion as the end is high and noble. God has put the highest price on the greatest worth. If a man would reach the highest success, he must pay the price himself. . . . He must be self-made or never made."

### How Much Will You Pay?

"Do you long for an education? Would you, if necessary, wear threadbare clothes in college, and board yourself? Would you, like Thurlow Weed, study nights by the light of a camp-fire in a sugar orchard? Would you walk through the snow two miles, with pieces of rag carpet tied about your feet for shoes, that you might, like him, borrow a coveted book? Have you the stamina to go on with your studies when too poor to buy bread, and when you can appease the pangs of hunger only by tying tighter and tighter about your body a girdle, as did Samuel Drew or Kitto? Would you, like John Scott, rise at four and study until ten or eleven at night, tying a wet towel about your head to keep you awake; would you, when too poor to buy books, borrow and copy three folio volumes of precedents, and the whole of Coke on Littleton, with the boy who became Lord Eldon? Would you be disheartened by Wilberforce's suggestion to a law student: "You must make up your mind to live like a hermit and work like a

horse?" Can you eat sawdust without butter, as the great lawyer, Chitty, asked the young man who came to him for advice about studying law? Have you the determination that would hammer an education from the stone-quarry, with Hugh Miller; the patience that would spend a lifetime tracing the handwriting of the Creator down through the ages in the strata of rocks? Would you work on a farm for twelve long years for a yoke of oxen and six sheep with Henry Wilson? Do you love learning well enough to walk forty miles to obtain a book you could not afford to buy, with Abraham Lincoln?

"Not that we would recommend such extreme measures; but if you saw no way open except such as was traveled by these and many other great men, would you be equal to the stern ordeal, and learn from experience that the 'royal road to learning' is a myth?"

### How To Get An Education.

First of all, you must value it. You must prize it above everything else, except character. If you do not hunger and thirst for it, you will never obtain it. If you rightly appreciate it, nothing can prevent your securing it. You may be poor, but poverty is not an insuperable obstacle. Many of the most renowned people were born of poor parents. History abounds with illustrations of this sort. But these people possessed one priceless heritage,—an unconquerable desire for knowledge.

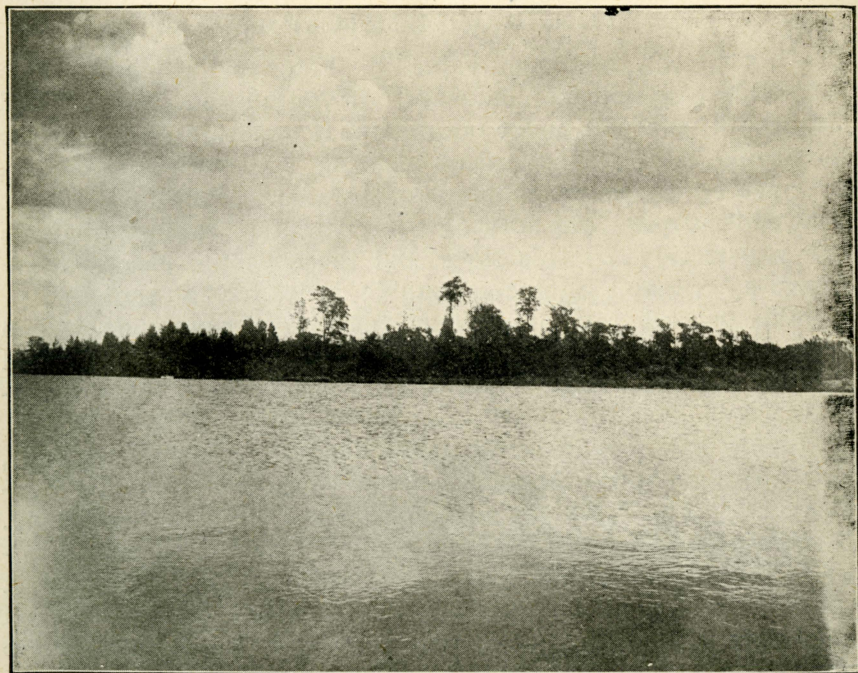
The second requisite to success is perseverance. Grim determination will win against all odds. Make up your mind to get an education, then stick to your purpose and you will succeed.

When Bishop Simpson was president of Asbury University, there appeared at the school a country youth who applied for admission. "What have you to depend upon?" asked the Bishop. "My two hands," was the brave reply. That young man afterwards became a United States senator. England and Austria laughed at Napoleon's attempt to transport sixty thousand men, with all their heavy war equipage, over the Alps, "where no wheel ever rolled, or by any possibility could roll." But in four days the "impossible" task was accomplished, and the French army was marching over the Italian plains to the relief of Massena's besieged and starving soldiers in Genoa.

For a month Grant had poured shot and shell into Lee's ranks in the Wilderness, and the world was shocked at the horrible

carnage. But he persisted in his purpose, fighting by day, and moving his column forward by night, while he electrified the country with his famous message, "I propose to fight it out on this line if it takes all summer." Paul, shipwrecked and cast upon a savage island, took the next vessel bound for Italy, although aware that imprisonment and death awaited him in that land.

Desire, determination, work,—these are the watchwords of success.

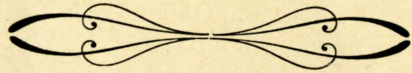


View of Cedar Lake from the South Shore.

### Enrollment of Students, 1905-6.

Arthur E. Gurney, Saginaw.  
 Francis McCoy, Kalamazoo.  
 Glenn Straight, Cedar Lake.  
 O. V. Rumsey, Potterville.  
 Harry Clausen, Perkins.  
 Harold Butler, Cedar Lake.  
 M. C. Whitmarsh, Traverse City.  
 Mrs. M. C. Whitmarsh, Traverse City.  
 Charles J. Tolf, Gaylord.  
 Mrs. Charles J. Tolf, Gaylord.  
 Ada Frase, Cedar Lake.  
 Thallie Halverson, Grand Haven.  
 Eva Gaines, Kalamazoo.  
 Mary Brown, Corry, Pa.  
 Grace Fox, Cedar Lake.  
 Elsie Buck, Cedar Lake.  
 Eugenia Hall, Cedar Lake.  
 Ruby Hastings, Cedar Lake.  
 Belle Olmstead, Cedar Lake.  
 Lizzie Devereaux, Cedar Lake.  
 Dora Kemstra, New Era.  
 Anna Kemstra, New Era.  
 Lydia Clarke, Olivet.  
 Margaret Thompson, Cedar Lake.  
 Flora Jorgenson, Mesick.  
 Florence Crouch, Petoskey.  
 Inez Morey, Edmore.  
 Vivian Morey, Edmore.  
 J. Drury Reavis, Owosso.  
 Dora Evers, Cedar Lake.  
 Winifred Falconer, Weidman.  
 Pansy Myers, Battle Creek.  
 Verne VanDerWarker, Morrice.  
 Isabella Lafferty, Cedar Lake.  
 Marguerite Lawson, Montague.  
 Ellen Erickson, Iron River.  
 Oliver Denslow, Weidman.  
 Clair David, Cedar Lake.

Cleon Landon, Hastings.  
 Clarence Long, Corry, Pa.  
 Vernon Jobes, Cedar Lake.  
 James Edward Finch, Battle Creek.  
 James Olmstead, Cedar Lake.  
 Mont Buck, Cedar Lake.  
 Nina McCurdy, Cedar Lake.  
 John White, Cedar Lake.  
 James Lafferty, Cedar Lake.  
 Francis Trunk, Lakeview.  
 Olive Crumb, Leroy.  
 Etta Muhn, Cedar Lake.  
 Nettie Scottford, Cedar Lake.  
 Orville Collins, Cedar Lake.  
 Clinton Collins, Cedar Lake.  
 Edna Lafferty, Cedar Lake.  
 Ralph Lewis, Traverse City.  
 Martin Large, Lakeview.  
 Clarisa Frase, Cedar Lake.  
 Earl Millard, Battle Creek.  
 William Winnie, Indian River.  
 Beulah Lewis, Grand Ledge.  
 Myrtie Clough, Wildwood.  
 Martin Halverson, Grand Haven.  
 Lottie Jobes, Cedar Lake.



**Primary Department.**

Vesta Avery,	Elbert Olmstead,	Georgia Lafferty,
Beulah Avery,	Vesta Hastings,	Dwight Lafferty,
Bethel Avery,	Laverne Hough,	Orin Frase,
Fern Fox,	Florence Hough,	Anna Frase,
Edith McCurdy,	Cecil David,	Dick Phillips,
Olive Field,	Carl Hall,	Walter Phillips,
Ester Straight,	Edna Lafferty,	Adley Palmiter,
	Bernice Palmiter.	