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# The Advocate of Christian Education

To work intelligently is education ; to abstain from useful work while getting an education is a false education.

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PUBLISHERS' NOTES.

Vol. VI  
No. 10

October, 1904

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“To talk about education as less than the free education of EVERY CHILD is mockery.”

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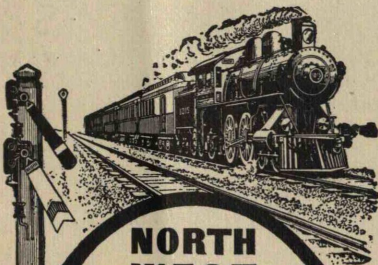
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# THE ADVOCATE

of Christian Education

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## 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.

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

“LABOR is God's education for man.”

“POOR schools and abandoned farms go together.”

“NO church can afford to neglect its children.”

“GREAT reforms must come from the common people.”

“PROSPERITY depends on the proper education of ALL the children.”

“THE children are the church's most valuable undeveloped resource.”

“WE cannot keep children on farms till we make life there worth living.”

“WE do not need education to lift us above work, but an education to work.”

“THE very best schools of the future will be based on the plan of alternate work and study.”

“THE Bible contains all the principles that men need to understand in order to be fitted either for this life or for the life to come.”

“WHICH shall we do, expend money to

train soldiers to protect property, or spend money to educate the children in the principles of democracy and self-government?”

“ONLY by the communion of mind with mind and heart with heart, of the human with the divine, can be communicated that vitalizing energy which it is the work of true education to impart.”

“MERE hand training, without thorough moral, religious, and mental education, counts for very little. The hands, the head, and the heart together, as the essential elements of educational need, should be so correlated that one may be made to help the others.”

“NOWHERE can we find so good a means of obtaining energy and good health, the requisites of success, as in the country, breathing the pure air of heaven, eating pure, fresh food, taking the physical culture that comes from plowing, hoeing, and sawing wood.”

“INSTEAD of weakening strong children, a proper educational system will strengthen weak children. The weak and nervous child should come from its school period with its strength built up instead of enervated.” It is only in the industrial school that this result can be accomplished.

“THE work that lies nearest our church members is the education of their children.” It is false philosophy which denies children at home the privilege of a well equipped school building, and well qualified teachers, while sending money into the foreign fields for the conversion of the

heathen. This latter should we do, but not leave the other undone.

—

If a convert to Christianity in India should ask the missionary who brought him the truth of the Third Angel's Message, "What shall I do for the salvation of my children?" could that missionary point his convert to the home church in America, and say, "This is the way; do as we have done"?

—

**Back to the Land.**—"When old Rome was climbing to the world's supremacy, her

peasantry all owned their own land and lived in their own homes, and their patriotism made them invincible; but when class distinction and unjust laws had taken their homes and lands, and the drift was to the cities and to slavery, the nation was ready for the destroyer. So today the appeal back to the land is but the plea to save our Republic, already nearing the danger line from the rush to the cities. Let us study and plan to get the people back to the land. Make it charming by all that art and science can teach on the most progressive agriculture, that is always the most attractive of professions."

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#### SOME THINGS IMPLIED IN EDUCATIONAL REFORM

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The full meaning of an educational reform can not be given in a few words. It is a mighty movement, molding individual character, shaping national policies, and reviving spiritual growth; so it is impossible to give briefly a summary of its results.

There are certain experiences, however, which accompany every real reform in educational methods, and these should be familiar to every teacher. It is a source of encouragement, as well as an interesting fact, that every educational institution which has committed itself to reform, has passed through similar experiences, has met the same opposing forces, has grappled with the same problems, though perhaps the institutions have been separated by centuries in point of time, has had the same discouragements, and if victory has been won, it has been through the same avenues of progress.

There is one striking illustration of this fact which is easily accessible to readers of THE ADVOCATE. One desiring to understand some of the problems of an educational reform, should read Mr. Washington's latest work, entitled, "Working with the Hands." The author outlines with great simplicity the problems solved in Tuskegee Institute; and a review of the history of Emmanuel Missionary College shows that although the two institutions are widely

different,—the one a training school for missionaries, located in the North; the other in the South, conducted wholly for the uplifting of a downtrodden race,—yet in the working out of fundamental principles, the two have had a similar career.

The reform in the Northern school, as in Tuskegee Institute, began with a recognition of the fact that "it is a mistake to try to fit people for conditions which may have been successful in communities a thousand miles away, or in time centuries remote, without paying attention to the actual life and needs of those living in the shadow of the institution, and for which its educational machinery must labor." Consequently, long courses in the classics, with attendant degrees, were dropped from the curriculum, and more practical studies—many of them the industries—were substituted. The president of Harvard University says he will never rest from his efforts to effect an educational reform until one-half of the Harvard curriculum is industrial work. Emmanuel Missionary College, though a child in this movement, has been working in harmony with this idea.

When the industries were added, to take the place of the classics which were dropped, agriculture was found to be the leading industry. To make agriculture an integral part of the college curriculum, the college must own land, and its class-

rooms must be in easy reach of its fields and orchards. This led to the moving of the school from the city to the country. In its new location, buildings were to be erected, and in an industrial training school, students can receive no better training in carpentry and related industries, than on the buildings of the institution. Emmanuel Missionary College students have put up all the buildings which the school occupies. This is not merely mechanical work, for here, as at Tuskegee, "a student finds out that a carpenter has small chance of getting ahead, unless he can use his head intelligently." Study accompanies hand work, and does not preclude it.

In order to elevate the industrial work to a place beside the intellectual, a definite time must be allowed to it, and the looked-for results were not attained until students were given more than two hours a day for industrial work. Consequently, in Emmanuel Missionary College, as in Tuskegee Institute, what is usually termed the intellectual work is given on four days in the week, and on the remaining two days of the week the students have long hours in the shops and on the farm.

Mr. Cowley, of Ottawa, Canada, has told us that the industries in school make students self-governing and willing to cooperate in matters of discipline. This proved to be the case in Emmanuel Missionary College, for as soon as labor was dignified, a co-operative system of management developed; the aristocracy of the old education gave way to the democracy of the new. Each teacher took his place as "adviser, guide, and center of reference," and pupils shared with them the financial burdens as well as the more ordinary duties of the school. Such a system affords students an opportunity to earn their way while gaining an education, a plan rapidly growing in favor with educators.

These are a few of the details which have been developed in Emmanuel Missionary College, as a result of adopting the first principles of educational reform. The end has not been reached, for such training

molds society and gives power to Christian work.

#### HOW THE WORLD MAY BE EVANGELIZED

When the apostle Paul was converted, he was given the commission to carry the Gospel to all Asia Minor. He knew this to be his life work, and he started out to accomplish it. The book of Acts records that he went into the city of Ephesus, a stronghold of paganism; and for three months labored hard to persuade people to believe in Jesus Christ. At the end of three months, "divers were hardened and believed not, but spake evil of that way before the multitude."

Then Paul changed his method of labor. Instead of relying entirely upon preaching, he gathered together young men, "and daily taught them in the school of one Tyrannus." These young men Paul found in his travels. When he went into a home where there were young men, it was his custom to interest them in his work. He showed them what God would have them do, and then persuaded them to take the necessary training to fit them to do gospel work.

Paul's method of dealing with the young is given in the sixteenth chapter of Acts, where one finds the story of Timothy. Timothy was one of the students in this school of Tyrannus. Erastus was another one.

Paul could not confine his labors to Ephesus, neither could he, single-handed, answer the numerous calls which came to him for the gospel ministry. The nineteenth chapter of Acts shows what his method was. There came a call from Macedonia. Paul told his students about this, and sent in answer to this call, two of the young men from his school, Timothy and Erastus; while he himself staid in Asia for the season. Doubtless this is not the only call that was answered by students from Paul's school, for we read that this kind of work continued "by the space of two years;" and in that time "all them which dwelt in Asia heard the Word of the Lord Jesus, both Jews and Greeks."

What Paul, working single-handed as a minister, could not accomplish in a lifetime, he accomplished by associating with him young men whom he taught daily, and who, when they were prepared for the work, were sent out as teachers and ministers. The gospel in Paul's day was carried to all the world. The same commission is ours today.

Is there any better method of evangelizing the world than that adopted by Paul?

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#### HASTENING THE END

The surest way to obtain a supply of food is to sow the seed, cultivate the soil faithfully, and await the time of the harvest. The process may seem long, but where is the man who refuses to plant because he can not see immediate results? In this process of nature, God teaches men a lesson in soul-saving.

There are certain conditions which the Saviour said would precede his return to this earth. "This gospel of the kingdom," said he, "shall be preached to all nations, and then shall the end come." Through the prophet Isaiah (Isa. 54:13) the means of spreading this gospel is given. "All thy children shall be taught of the Lord, and great shall be the peace of thy children." Here is the test. Note that all the children are to be taught. And yet, apparently, at the present time we are content with the education of a few, a very few.

There is no exemption clause in this law: *all* thy children are to be taught. Moreover, the message continues, "Ho, every one that thirsteth, come ye, . . . and he that hath no money, come ye! This provides Christian training for children who are not "thine own",—for the children of the world. One test of our belief in the soon coming of Christ is the number of schools we maintain. The standard set for us—not by us—is universal free Christian training.

To some this seems a postponement of the advent of Christ. Instead, it is the means of hastening his coming. There is no shorter road to the end than by obedience. When men put themselves into har-

mony with God's method of work, they then put themselves in the way of miracles. Christ taught this in many ways.

For instance, wine is ordinarily made by a slow process, through the instrumentality of roots and leaves and fruit in the vineyard. It has been suddenly made, as at Cana's marriage-feast. The work was there cut short in righteousness. Food usually develops by a slow process, but Christ could multiply loaves. Should we sit still, then, and expect thus to be fed? If we plant, in time of need He may do suddenly what ordinarily takes time. So in preparing for the consumation of this world's history, it is obedience to his law that brings the end. "All thy children shall be taught of the Lord." When this is true, the church puts itself in a place where Christ can cut the work short.

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#### SCHOOLS AND THE CITY PROBLEM

To a great degree our secular schools are responsible for the multitude of strong young people who have left the country and have adopted city life. The city schools have received a large proportion of the school money. They have had better buildings, better grounds, better facilities of every kind, and better trained teachers, than have the country schools.

Almost without exception it has been the ambition of country boys and girls to complete their education in some city school. We are today reaping the results, and educators, bemoaning the fact that the strong life of the nation is being lost in the cities, are now trying to turn the tide in the other direction. They are doing this by disposing of many of the small, poorly built, illy ventilated, poorly equipped country schoolhouses, and in their places erecting large buildings with modern improvements, having a sufficient amount to enable teachers to make soil-culture a part of the daily program.

Instead of sending country boys to city schools, the country school should be the attractive place. The grounds about the school should be beautiful and the teachers should be the best; the country school

should be well equipped with libraries, maps, charts, so that parents living in the cities will find it greatly to their advantage to send their boys and girls to a school in the rural district.

As the opposite course has brought our

youth into the cities, so such a course will turn the tide toward the country. Some cities, recognizing this, are working hard to reach these results. Christian schools should lead in the movement.

## IN THE EDUCATIONAL WORLD

### KEEPING BOYS ON FARMS

The state has for several decades made a mistake by encouraging city schools to the neglect of country schools. The result has been a constant influx of country youth into the cities, weakening the country, and in turn, the nation.

The tide is now turning, and the states are seeking by all legitimate means to keep boys in the country. For this purpose is the state modifying its system of schools.

In the *Farmers' Institute Bulletin*, issued July 1 of the present year by the Department of Agriculture of the state of Tennessee, is published an address headed as this article is headed, and from which the following clear and convincing paragraphs are quoted.

The speaker, N. T. Roberts of Riceville, Tenn., asks, "The farm—does it need that the boys be kept on it?" He tells of the run-down farms in Tennessee, and says that while he is not an alarmist, he knows that the present condition—boys leaving the farms—"means absolute want in the near future, and in the end famine."

"Talk of the best way to raise mules," says Mr. Roberts, "it is nothing compared to keeping the boy from running down! How to train a horse—rather a thousand times how to train a boy."

The farm boy should have the keenest mind of all boys, for he has the best health and the best opportunity for study. The country boy has the best opportunity to make a morally good man, for he is away from the vice of the city.

"I say, and I say it reverently, that the conscientious, intelligent farmer is next to God a creator and co-worker with God in the upbuilding and uplifting of this world."

"The most independent man in all the world is the farmer. Let every man's face be turned against him, and he can still have food and raiment in abundance, and that is all the physical comfort the richest have." Is not this an argument in these days of labor troubles? Shall we wait until we are starved out of the cities, or shall we go into the country at God's invitation—go because it is right to go?

Mr. Roberts exhorts fathers and mothers to create a love in the hearts of their boys for the farm. He urges the state to build first-class school houses, to pay good salaries to well qualified teachers who know the science of agriculture and how to teach it. He advises starting a small experiment station at every school.

"Cost too much?" asks Mr. Roberts. "Then I would turn our enormous mud tax into this channel; then I would tax every man, woman, and child that attends the spring festival, goes on Sunday excursions and to the circus or theater, an amount equal to that which is spent for these things. I would tax every man fifty cents per day for every day he loafs in town: I would make the man who drinks drop a dime into the slot every time he spends one for whiskey, and I would have money enough to meet every demand made upon us for making men of our boys."

This is the way the state believes in working for its boys. Where is the church that will do as much to prepare Christian laborers? That church will have laborers. Its children will be missionaries.

### A REVIVAL OF BIBLE STUDY

Realizing the tendency of many professed Bible students toward higher criticism,

there has been organized recently what is known as the American Bible League. The object of this League is described by its president, Mr. Willam Philips Hall, in the following language:—

“To most fully realize its object, the League proposes to lead Christians to a better and more comprehensive and complete mastery of the Bible itself; especially as found in the English versions; and in carrying out this purpose to promote everywhere a devout, constructive study of the Bible as a whole, and in its various books and parts, by the common sense and rational, or truly scientific, method, and with the aid of all the light that can be thrown upon it from all sources, to meet and counteract the errors now current concerning its truthfulness, integrity, and authority as the word of God.”

There is nothing that will so increase faith in God as a conscientious study of the Scriptures. This study, however, should be Bible study, and not a study of some man's ideas of the Bible.

#### CHICAGO CHILDREN TO HAVE A TASTE OF THE COUNTRY

*The Chicago Record Herald* says:—

“Every public school principal in Chicago yesterday became the self-appointed gardener of his schoolyard. As with one voice, the members of the Principals' Association, gathered in Fullerton Hall, decided to lend a strong hand in the work of making the school externals beautiful.

“The principals, two hundred and fifty of them, decided to take up the shovel and dig in dirt as a preliminary step in the work. After they have dug up the unfer-tille soil they will take up the hoe and lay a bed of the richest loam, in which they will plant flowers, and shrubs, and trees. They will get the schoolboys and schoolgirls to help them shovel, and hoe, and plant.

“After all the work is done and every school window sill holds a miniature garden, and every schoolyard is a bower, and every back alley fence is burdened with trailing vines, the hope is that this beautiful sight will take the rough edges off

the thoughts of the urchins of the streets, and make their hearts warm.

The execution of the plan will involve only one expense to the board of education. The school trustees will be expected to supply the black dirt in which the flora is to be grown and to remove the bricks which deface the schoolyards.

The inspiration to decorate the schoolyards and fences was evolved from two addresses made at the meeting. In one Miss Cora Lewis of the Coonley school urged the principals to take up the work of planting trees in the schoolyards. In the other Orville T. Bright, principal of the Doolittle school, pleaded for window boxes and vines.

“He displayed stereopticon views of factory walls overgrown with vines, of factory yards made bright with flowers, and of factory windows decorated with red geraniums and trailing ivy. Then he asked, “If this influence can be started out from the factory, why should it not be sent out from the public school?”

“The idea was enthusiastically received.”

#### BUILDING THE WRONG FOUNDATION

A Methodist Conference recently convened at Sheboygan, Wis., and its committee on education in its report spoke as follows:—

“We are proud of our public school system. We commend the spirit of freedom which it engenders and the high standard of excellence which it maintains, and we rejoice that public opinion is so thoroughly aroused in its favor. We acknowledge with gratitude our indebtedness to the public school as laying the foundation upon which we build the higher education of our church schools, and recommend that our pastors interest themselves always in the laws and ordinances that affect the public education of children.”

It is well for the church to recognize the value of the secular schools in training citizens for the state. They do a most excellent work, but can the church depend upon the secular schools to train its children? Is the aim of the church and the state the



same? Christian education is a system separate and distinct from secular education. As a system it begins the training of the child in his home, and follows him with a Christian school until he is prepared to enter upon the active duties of a Christian life.

The Methodist conference is building upon a wrong foundation for the training of Christian workers, when it gives the children to the state to educate, and expects to accomplish in a few short years in a theological school what can only be done by training the child from infancy.

#### IOWA'S JUDGE SAVING THE BOYS

Judge William H. McHenry of the Polk County (Iowa) district court has been given the oversight of destitute, homeless, abandoned, and criminal children. Instead of putting these children in large homes and reformatories, located, as is usually the case, in some large city, Judge McHenry, convinced that rural environment is best for the physical, mental, and moral development, has arranged to send the boys and girls under sixteen years of age onto the farms of Iowa.

A Chicago paper speaking of his work says: "By this means the reform schools of the state are robbed of many inmates. Judge McHenry is especially opposed to these institutions. He does not believe that incorrigibles herded together will make advancement. The farm is his ideal, and to the country he is sending every boy and girl he can."

Shall we wait until the youth become incorrigible before sending them to the country, or shall fathers and mothers take their children into the country as a preventive of crime?

#### SEPARATE SCHOOLS FOR BOYS AND GIRLS

President G. Stanley Hall of Clark University, author of the popular work entitled "Adolescence," objects to co-educational institutions for the youth. He explained his objections at the recent session of the National Educational Association. The

foundation for his argument is that a large percentage of the girls who associate constantly with boys at school come to wish that they were boys. Their ideals become masculine, they become careless in conduct, in manner of dress, and the boys become unchivalric. He is opposed by many educators who feel that the idea of co-education has fixed itself firmly in American life.

#### PUBLIC SCHOOL BUILDINGS LOCATED IN THE COUNTRY

In an editorial in the *Independent* of July 14 appear these words: "Nothing is more apparent than that the hand has demanded and secured attention equal with the brain. Advanced education insists that the school day shall be divided so that one half may be given to acquiring information and the other half to applying it; half a day in the school room and half a day out-of-doors. If this theory be carried out, then our new town school buildings must be placed on large areas of land where the garden system can be applied." In this respect Christian schools have the right to take the lead.

#### SWEDISH EDUCATIONAL EXHIBIT

It is stated that the educational exhibit made by the Swedish nation is one of the most instructive exhibits at the World's Fair. Several of the rooms are furnished and equipped as schoolrooms. One is a class room in an elementary school; another a kitchen for the cooking-class; a third a sloyd-room with three tables, one each for card-board, wood, and metal work. With each goes a case of tools.

The exhibit emphasizes also the importance attached in the schools of Sweden to bathing, gymnastics, and games.

THE children of the Komensky and Longfellow School, Throop and 19th St. Chicago, Ill., went on a strike the 6th of September because of the transfer of a principal. This is not an unusual thing. Children of the cities see, hear, and read constantly of these things, and the spirit of the unions and of the strike is educated into them. What will the outcome be?

## WITH THE TEACHERS

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### THE FRINGED GENTIAN

Thou blossom bright with autumn's dew,  
And colored with the heaven's own blue,  
That openest, when the quiet light  
Succeeds the keen and frosty night.

Thou comest not when violets lean  
O'er wandering brooks and springs unseen,  
Or columbines in purple dressed  
Nod o'er the ground-bird's hidden nest;

Thou waitest late, and com'st alone,  
When woods are bare, and birds are flown,  
And frosts and chastening days portend  
The aged year is near his end.

Then doth thy sweet and quiet eye  
Look through its fringes to the sky,  
Blue—blue—as if that sky let fall  
A flower from its cerulean wall.

I would that thus, when I shall see  
The hour of death draw near to me,  
Hope, blossoming within my heart,  
May look to heaven as I depart.

—William Cullen Bryant.

"It isn't the thing you are doing,  
But the way that you do it, my friend;  
Not the course, but the way of pursuing,  
On which your successes depend."<sup>7</sup>

### SOME OTHER DAY

There are wonderful things we're going to do  
Some other day.

Some wonderful plans we'll carry through  
Some other day.

There are loving words we're going to speak,  
There are burdened souls we're going to seek,  
We are going to help the poor and weak,  
Some other day.

Some glorious victories we're going to win  
Some other day.

We are going to conquer besetting sin  
Some other day.

There are beautiful flowers we're going to pick,  
There are wreaths of kindness we're going to make,  
We'll visit the poor, the needy and sick,  
Some other day.

Ah, yes, but perhaps it will be too late  
Some other day!

There are wonderful changes while we await  
Some other day.

For the tender words that hearts now crave,  
And the wreaths of kindness which we now save,  
May be kept to be laid upon the grave  
Some other day.

—N. P. Neilsen.

THERE'S never a rose in all the world  
But makes some green spray sweeter;  
THERE'S never a wind in all the sky  
But makes some bird-wing fletter;  
THERE'S never a star but brings to heaven  
Some silver radiance tender;  
And never a rosy cloud but helps  
To crown the sunset splendor;  
No robin but may thrill some heart  
His dawn-like gladness voicing;  
God gives us all some small sweet way  
To set the world rejoicing. —Selected.

## HEALTH AND SANITATION

BY M. BESSIE DEGRAW

With the opening of school, each teacher should look well to the sanitary condition of schoolroom and school grounds. Before inviting children to a schoolhouse that has been closed for weeks, see that the room is thoroughly aired, sunned, and cleaned. Dampness and germs should not be permitted to cast a shadow over your work at the very outset.

The use of a little paint and whitewash

will do much to render the place neat and wholesome. Look into the cellar or basement. Death may be lurking there. Remember that sunshine is one of the best deodorizers and disinfectants. Even tubercular germs die if exposed to direct rays of the sun.

Do not drink water from a well that has been unused during vacation. See that the school well is cleaned before school opens.

## THE DIPPER AND WATER PAIL

Do your children drink from a common dipper? They may suffer no perceptible inconvenience at this season of the year, but during the winter you will reap the result in colds, sore throats, and catarrh. Encourage the use of individual cups or glasses.

## THE STOVE

As cold weather approaches, put a jacket on the schoolroom stove. It is a crime to confine children to the atmosphere about a blazing unscreened stove. It is not the fresh air from an open window that causes sickness, but the over-heated foul air. Teachers should inform themselves on the subject of ventilation, and by a little ingenuity, and the outlay of a few cents, make the children comfortable. Study the problem with the parents. This is one way to make physiology the basis of your teaching,—a thing which every Christian teacher is exhorted to do.

Every schoolroom should be provided with facilities for keeping hands and faces clean. Then comes the problem of clean towels, which each one must solve for himself.

## RECESS

How are recess and the noon hour spent? More mischief can be done during the open hours than the best of teachers can counteract. Some solve the difficulty by staying with the children. More than one teacher has decided to interest the children in manual work at these hours. In one school a book-case was made, the wood being filled and oiled at the odd hours. In another school, the wood for the school and some for the neighbors was cut during the open hours. I have seen some very pretty baskets—raffia work, or splint-baskets—made by young students.

## THE SCHOOL DINNER

During the winter season, the mid-day meal may be made a source of enjoyment as well as a means of education. A gasoline stove and a few dishes, furnished by the pupils, are the first requisites. Each

day one hot food may be cooked and served to all. The lunches from home may be spread on a table. Cooking, table-setting, dish-washing, and table etiquette are some of the lessons taught by the tactful teacher.

## MAKE CHILDREN COMFORTABLE

Then there is the proper seating of the pupils. Short legs should not be allowed to dangle until backs are made crooked, and lungs are weakened for life. Weak eyes should not be strained. Early in the term test the eyes of each pupil. A simple eye test appeared in the September issue of the *ADVOCATE*. Test the hearing of your pupils. Sometimes seeming indifference or stupidity is due to deafness.

Be conscientious in these things, for they are a part of the work of every Christian teacher.

## READERS FOR SMALL CHILDREN

Since the opening of elementary Christian schools six years ago, there has been a constant demand for proper text-books. The strength of any system of schools depends to a great degree upon the text-books used; and while the need of readers has been most urgent, the preparation of these books has required considerable time and an outlay of means.

The first books which are placed in the hands of the children have a stronger influence in character-building than any books that are used later. It is most essential, therefore, that children in beginning to read should have placed in their hands matter which will shape their minds in harmony with the Scriptures.

Bible Reader, No. 1, is for the little child when first beginning to read. Its vocabulary is developed gradually, with a view to placing the Bible texts in the hands of the child.

Bible Reader, Second Year, follows the plan of the first Reader. Its stories are Bible stories. This little work is strong in correlation, and has been said by teachers to be almost the only book needed by the child in the second grade. If the book is carefully followed, the child, by the time

he has finished this reader, will be thoroughly familiar with the book of Genesis. Nature studies are so correlated with the Bible study that the child's powers of observation are cultivated, and he learns to read spiritual lessons of the things about him. The common branches, such as language, spelling, reading, writing, and numbers, are all found in this little book. A teacher of wide experience in the public schools writes as follows concerning the Bible Reader, Second Year: "You have given not only children, but grown people, very helpful readers. They contain a greater range of practical correlation than any readers I have examined. This work is so plain and interesting it seems to me that it will enter the very bone and marrow of the pupils. The books cannot fail to be a great blessing to all who are fortunate enough to be brought under their influence."

Part One of the Third Reader will be ready for circulation by the time this is read, and with these readers teachers should be able to do stronger and better work than ever before.

#### A SELF-SUPPORTING TEACHER

Miss Christine Owens left the summer school at Emmanuel Missionary College to take up her work again in a little town in Iowa. Her heart is thoroughly in sympathy with the principles of Christian education, and she writes:—

"I expect to begin school next Monday. I am to receive pay the first five months in this year, and the rest of the year shall receive just my board and room. I shall have two acres of land and a little house which is here, for my home; and by raising bees and poultry shall support myself. Of course I shall have a garden.

"I wish you might have attended our meeting one week ago and the one held last night. When I told my plan and said that after this year I would not ask aid of any one, but that our school should be a free school, and read from the Bible in regard to self-supporting work, the hearts of the parents and the children too, were

touched. They are all poor in this world's goods, and taking that into consideration, they donated liberally. They were more than willing to rent the two acres. They say they wish it might be ten. Some donated work; two hives of bees were promised; a cow will be loaned to the school; some chickens have been given, and a home for the teacher. In addition to this the patrons are now talking of renting forty acres of land which they will plant to some kind of grain; the proceeds of which is to be given to our school. I am so sure that God is leading in this that I know the plan will work.

"Last night as I outlined my plan and spoke of the sloyd work, one little boy who could not keep silent any longer, said, 'We will build your chicken house for you, won't we?' This opened the way for others, who cautiously suggested that we might have sloyd under the trees if there was no other place for it.

"I could not attempt this alone, but I know that all things are possible when we are working for God."

#### TRAINED YOUNG FARMERS NEEDED

A boy who wants to farm should be as well equipped as the boy who enters any of the professions, and until we look at it that way, farming will be shunned by our bright young men. The great need of the hour is young men of force and character, training and education, to organize in every section and direct the forces of that community; men who understand plant growth and their diseases, the successful growing of crops and their rotation, with a view to keeping up the fertility of the soil, who know when to sell and how to sell, and to do all things necessary to build up a farm. The rule in North Carolina has been to send the studious boy to college to make a professional man of him, and the boy who was to be the farmer was required to cultivate the farms and make the money to send the others off to college, and then probably be given a mule and one-horse plow and told to start to farming for himself.

This must be changed. The boy who stays on the farm must be trained for his business just the same as his brother who is to go into one of the professions. He may not have a literary turn, and may be called dull, but may have many qualities that especially fit him for the farm, and that only need development. If one of my boys wants to be a farmer, and is otherwise qualified, I am going to give him the same chance I do the others. If I do not think he would succeed as a farmer, I am going to advise him to be a professional man.—  
*R. W. Scott.*

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### TEACHING IN PLAY

Some teachers find an opportunity to teach children, no matter what the conditions may be. I was much interested in reading a letter recently from a teacher who, because of poor health, was not able to be in the schoolroom. She tells of the neighbor children who come to see her, and of her opportunities for studying methods with them. They are wholly unconscious, and think that the instruction she gives is play, when in reality she is testing new methods.

She tells of the review in geography and history which she gives in the form of a game, and adds, "The children have spent a pleasant afternoon. I have enjoyed their company, and they return home never imagining that they have been the subject of my experiment. Mothers frequently say to me, 'How can you take time to bother with them?' But you see I lose no time, and I gain much for my effort.

"We are building a new house. I have learned the Saviour's lesson to gather up the fragments, and have collected the nicest shavings for basket work this winter. I have found sawdust that I could substitute for sand in making relief maps."

M. B. D.

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### HOW SHALL OUR YOUTH BE TRAINED?

John the Baptist, the forerunner of Christ, received his early training from his parents. The greater portion of his life was spent in

the wilderness, that he might not be influenced by beholding the lax piety of the priests and rabbis, or by learning their maxims and traditions, through which right principles were perverted and belittled. The religious teachers of the day had become so blind spiritually that they could scarcely recognize the virtues of heavenly origin. So long had they cherished feelings of pride, envy, and jealousy, that they interpreted the Old Testament Scriptures in such a manner as to destroy their true meaning.

It was John's choice to forego the enjoyments and luxuries of city life for the stern discipline of the wilderness. Here his surroundings were favorable to habits of simplicity and self-denial. Uninterrupted by the clamor of the world, he could here study the lessons of nature, of revelation, and of providence. The words of the angel to Zacharias had been often repeated to John by his God-fearing parents. From his childhood his mission had been kept before him, and he accepted the holy trust. To him the solitude of the desert was a welcome escape from society in which suspicion, unbelief, and impurity had become well-nigh all-pervading. He distrusted his own power to withstand temptation, and shrank from constant contact with sin, lest he should lose the sense of its exceeding sinfulness.

But the life of John was not spent in idleness, in ascetic gloom, or in selfish isolation. From time to time he went forth to mingle with men; and he was ever an interested observer of what was passing in the world. From his quiet retreat he watched the unfolding of events. With vision illuminated by the divine Spirit, he studied the characters of men, that he might understand how to reach their hearts with the message of heaven.—*Mrs. E. G. White.*

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"No boy or girl can be a Christian without showing it in daily duties. A true religious experience shows itself in better lessons, quicker errands, neater housework, and more thorough obedience to orders. Righteousness means doing things right, and religion without righteousness is only a name, not a real and saving thing."

## PROGRESS DEPARTMENT

### AT A TEACHERS' INSTITUTE

BY MRS. K. A. PINCKNEY

I have had a very interesting experience since I left the summer school at Emmanuel Missionary College.

A three weeks' institute was conducted at Corunna, Mich. I registered as a regular attendant. I gained many points of interest, but best of all I had the privilege of explaining the work of Christian education to a number of educators.

The conductor gave me a warm welcome, and often called upon me in the general discussions. In this way I had the privilege of putting before one hundred and twenty-five teachers the thought that the teaching of myths and fables will make young Greeks and Romans. This was admitted, and I asked them if, then, the teaching of Hebrew stories would not likewise make Christians in the true sense of the word.

The physiology class offered me an opportunity to present health topics, and I found the instructor took a strong position in favor of discarding from the diet tea, coffee, and condiments. The plan of having two meals a day and the heaviest meal near the middle of the day instead of at night, was quite freely discussed.

I find that teachers are in most cases strong evolutionists. With one or more I have discussed the question very freely. We have contrasted the Bible account of creation with scientific modern theories, and after one of my discussions with a conscientious teacher she bowed her head on her hand, and said, "I would not for the world teach what was not true if I knew it."

On the closing day of the institute, the conductor asked me if I could refer him to books teaching the Hebrew stories. I smiled and told him we used the Bible. His answer was, "Yes, but I thought perhaps you had some other books that would make the way easy." I referred him to Patriarchs and Prophets, Bible Reader No.

I and Bible Reader Second Year, Best Stories, Sketches of Bible Child Life, The Story of Joseph, and Easy Steps. He said he would get them.

I have come to the conclusion that the world is hungry for truth, and that it is my privilege to give other teachers what God has shown me in regard to Christian education.

### REPORT OF SECOND MEETING OF LAKE UNION CONFERENCE BOARD OF EXAMINERS

BY LOTTIE FARRELL

At the last meeting of the Lake Union Conference, the following resolution was passed:—"That the Educational Secretary of the Lake Union Conference, the President of Emmanuel Missionary College, the Principal of Mt. Vernon Academy, the conference superintendents of education, and the principals of the intermediate schools in Lake Union Conference, constitute a Board to control the examination of teachers; that the Board organize itself and adopt regulations for the making of question lists, for the conducting of all examinations, and for the grading and classifying of teachers."

The first meeting of this Board was held at the close of the Lake Union Conference, and it was voted by the Board at that time to ask Professor Lamson to draft a plan of organization to be presented to us at the next meeting. This was done, and at our second meeting, held May 17 to 25, a plan of organization was adopted, and the question lists to be used in the examinations this fall and winter were provided.

The plan of organization provides that one general examination shall be held each year at such time and place as may be determined by the Union Board of Examiners, and as many regular examinations in each conference as each conference Board of Examiners may determine. The questions used in all these examinations are to be

prepared by the Lake Union Board of Examiners.

There are four grades of papers that will be issued to the teachers taking these examinations,—permits, licenses, conference credentials, and union conference credentials.

Permits are issued by the superintendent at his discretion to those who have never taught, but who upon examination manifest a sufficient degree of fitness to be permitted to undertake the conduct of a school. Permits will be granted for only a term at a time, and covering no more than twelve consecutive months.

Licenses will be granted to those who have had teaching experience, and who upon examination attain a scholarship as follows:—average, 75 per cent.; minimum in any study, 60 per cent. A license is good for one year only, and may not be renewed without the passing of another examination.

State conference credentials are granted to those who have taught at least one term in a Christian school, and who, on taking a regular examination, attain a scholarship as follows:—average, 80 per cent; minimum in any study, 70 per cent. This paper is good for one year, but may be renewed without examination year by year as long as the holder continues to teach, conducts a successful school, maintains a Christian character, and gives satisfactory evidence to the superintendent that the regular Teacher's Improvement Course has been well studied during the year.

Union conference credentials, which are valid in any state in the Lake Union Conference, are granted to those who have taught one year in a Christian school, and who after taking the general examination, attain a scholarship as follows:—average, 90 per cent.; minimum in any study, 80 per cent. This paper is good for one year, but may be renewed in the same way as the State conference credentials.

The object of holding these examinations and granting these papers to teachers, is to encourage them to be progressive in their work. We are assured that this is the de-

sire of every live teacher, and it is only to assist them that this work has been planned. We believe also that it will inspire confidence in the patrons of our schools, and take away any feeling of concern that has existed in their minds as to the qualifications of our teachers. There is a desire on the part of all connected with our school work to have the work in all our schools as uniform as possible. And this is why the Lake Union Conference Board of Examiners was created, and it is to this end they labor. We greatly desire, and believe that we shall have, the hearty co-operation of our teachers as well as of the patrons of our schools.

We are well aware of the fact that machinery and organization cannot make our schools the living power in the world that the Lord designs them to be, but we realize that in order for the Lord to bless our work, there must be order and unity. It will be well for us to keep in mind that that which will make our schools an object lesson to the world is the presence of the spirit and power of God in them, and the ability of teachers and students to understand the will of God, and work together with him in developing an educational system that is in harmony with the Word of God. The Lord has told us that our schools should be patterned after the schools of the prophets, and not after the schools of the world. Therefore let us be careful that in our efforts to organize our work, we do not lose sight of the great object which the Lord placed before us when he called us out from the world to follow his plan of education, namely, the restoration of the image of God in the souls of the children and youth.

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#### ATCHISON SUMMER SCHOOL

BY FLORA H. WILLIAMS

The Summer Normal for the Central Union Conference convened at Atchison, Kansas, on June 21, and continued eight weeks.

One large house and another smaller one made suitable and pleasant homes for instructors and students. A building known as the Preparatory College Building was

used for study and class work. These buildings are all located in the best residence portion of the city. Atchison is a beautiful city built on hills and terraces overlooking the Missouri River; the streets are well paved, and the city presents a clean, well kept appearance.

A regular tent effort was carried on in connection with the school, Elders Russell and Ogden doing most of the preaching. The students visited from house to house, working with the people as circumstances would permit. They carried on a regular campaign with *Family Bible Teacher*. Some of the students look back with pleasure to their city work in Atchison, feeling that they gained much by the experience.

Earnest work was done in the study of the Bible, as well as in nature study, didactics, and the common branches. The work in history began with God's plan of government in heaven and Satan's effort to overthrow it, and followed the history of this contest as different nations were related to it, ending with a more comprehensive study of the United States.

The students had a good review of the subject of arithmetic, and received some good ideas of how to make the Bible the basis of the work in this study. It was interesting to listen to the original problems of the class, and the discussion of the numerous Bible truths suggested by these problems.

Geography was studied from a missionary standpoint, and physiology in the light of the Bible and the Testimonies. The location offered an excellent opportunity for the study of the remains of animals of past ages. Interesting fossils abound in the rocks all through this region. Many common plants and animals were also studied. Studies were given on "The Teacher," "The Pupil," "Order," "Discipline," special methods, etc. Professor Lewis was present for a short time, and gave some interesting studies in psychology.

The school was conducted by the Union Conference Educational Secretary, assisted by the state superintendents and Professor Lewis and Professor Rees, and the writer.

The city is decidedly Catholic, their institutions for the great Central West being located there.

The people are conservative, but we were kindly received and treated, and saw some of the fruits of the labor put forth.

On the whole, we look upon the summer of 1904 as a pleasant and profitable one.

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#### TO HELP THE PUBLISHING WORK IN BRAZIL

Bro. John Lipke of Brusque, Brazil, has been laboring to raise money to start a small printing plant in connection with the school at Brusque, that literature may be published and scattered by the students. He presented his needs to the Board of Trustees of Emmanuel Missionary College, and the Board gave to the Foreign Mission Board for the school at Brusque a Cottrell & Babcock cylinder pony press which has been in use in the Advocate Printing office. Brother Lipke rejoiced in the gift, and felt that the press and the other office furnishings for which donations had been made would greatly facilitate the work in a very needy field.

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#### AN EXPERIENCE

BY L. D. SANTEE

Some time ago I read an article by Professor Sutherland in the *ADVOCATE*, on the importance of industrial education. The article was forceful and the conclusion was inevitable. Our boys and girls leave the high schools, practically helpless. They are not able to support themselves except by unskilled labor, and with their diplomas in their hands they are oppressed by poverty. Impressed with these facts, I wrote an article that appeared in the *Elgin Daily News* strongly urging manual training. Within a couple of days a note appeared from President Hurlburt, of the Elgin match factory, endorsing my article, and saying to the Educational Board of Elgin that if they would add an industrial department to the Elgin high school, he would give a thousand dollars to be used for that purpose. A meeting was called, the gift was accepted, and an appropriation made



to meet the additional expense and provide teachers, and today the school has an industrial department in which boys and girls receive manual training.

### THE GOSPEL TO INDIA THROUGH SCHOOLS

J. L. Shaw, Superintendent of Mission work in India, writes of the school for Santal boys, which has been conducted for the past year at Simultala, India.

"There are at present about fifteen of these young men who are learning to read the Bible in Brother Barlow's school. While we were there, three candidates presented themselves for baptism. Two of them had been Christians for some time. The other one has grown up in heathenism, and until about a year ago knew nothing about Christ. He has been in school for a year, and has been constantly receiving instruction in the Word of God. When he was told that if he became a Christian, his people at home would be displeased, he said that he could now read the Word of God, and that he knew what God's will is and must do it, and that when he learned a little more he wanted to go home and teach his people.

"Brother Barlow conducts the school on the industrial plan. The young men work about three hours a day in the garden. Brother Barlow has a small orchard started, and is working hard to get it into a flourishing condition. Fruit is very scarce in that locality, and a good market can be found for all that is raised,

"People in the surrounding villages are asking to have day schools started. Already a school building of three rooms has been put up about ten miles from the Mission, one room for the school and the others for the teachers. It is hoped that soon one of the students from the school at Simultala will be able to open up the day school in this place, where the Word of God will be taught to the people.

"We know of no more successful way of carrying on missionary work in India than by missionary schools. In this way the unlearned people are taught to read, and, the Bible being made the text book, they get the Word of God just as soon as they learn to read. It is surprising to see how quickly some become able to read the Bible. In a very few months those who did not know one letter from another learn to read it.

"A much larger school could be carried on at Simultala if more funds were in hand to pay for the tuition of the pupils."

What better missionary work could any church in America do than to educate young people to act as teachers to the people in India? This work is what our churches should do.

BESSIE ACTON, a student of the summer school at Mt. Vernon Academy, says:—

"The medical missionary class taught by Dr. Ruth Merritt Miller has been very interesting. In the physical culture class we combined practice with theory. In connection with our study of the proper and correct development of the body, we had charge of a class of children in their drill each morning. Several of our boys and girls showed the effects of incorrect positions in standing and sitting, and it was with great interest that we noted the benefits derived from our simple exercises.

"Professor Welch taught our class in history of education. Methods for the true development of the child, mental, moral, and physical, were carefully studied. The Bible study led by Professor Lawrence was a great help to all. A careful study of the doctrinal points was made, and a good foundation laid for future study."

OWING to failing health, H. A. Washburn was obliged to give up his work at Emmanuel Missionary College and seek a more favorable climate than Michigan. He left Berrien Springs Sept. 8, for Colorado, and N. W. Kauble was appointed by the Board of Trustees to take the presidency of Emmanuel Missionary College. Brother Kauble has been principal of the Sheridan Industrial school, Sheridan, Ill. for three years, and believes heartily in making industrial work a part of the college course.

The school at Sheridan opened the 15th of September, and Brother Kauble was released as soon as a teacher could be provided to take his place, in order to be with Emmanuel Missionary College for its opening Oct. 5.

Brother Washburn's state of health was a sad surprise to his many friends, who hope that a brief sojourn in the West will prepare him to resume school work.

EMMANUEL MISSIONARY COLLEGE students had the pleasure of a visit from Bro. John Lipke of Brusque, Brazil, from whose pen articles have appeared in this journal from time to time. Brother Lipke stands at the head of the school work in Brusque, where native missionaries are being trained to work for Brazil. Since the beginning of educational reform, Brother Lipke has been an earnest student of the problems of Chris-

tian education, and many of the principles and methods in vogue in Emmanuel Missionary College have been tested in the Brazil school. Brother Lipke expressed himself as most deeply interested in the co-operative system on which the College is conducted. It is a real pleasure to meet men from such distant fields whose minds the Spirit of God has led in channels so familiar to the educational workers in this country.

THERE was a deep interest in the educational work as it was presented at the camp meetings in the Lake Union Conference. The Bible Course by Correspondence came in for its share of attention in the youth's meetings on the Wisconsin and Northern Michigan camp grounds. Not only were the young people deeply interested, but visitors from the city attended daily to get the study of Genesis. A number of young people are beginning the study this fall, making the lessons the basis of work in young people's societies.

MARTIN B. JONES writes from Rarotonga, Cook Islands: "The work goes very

slowly among the Maori, but we are pushing ahead. We have given up our boarding school, and started a church school in another place with a greater number of pupils. We hope to open still another school in a neighboring village this week. One teacher must attend to the two schools. Other islands in the group will demand teachers as we can work them. These must be found somewhere. We would desire your prayers in the Island work."

MRS. E. A. SUTHERLAND, Olive Shannon, and Louise Abegg, left Emmanuel Missionary College August 18, to join the workers of the Nashville Agricultural and Normal school near Nashville, Tenn.

J. E. LOVELL, R. F. D. No. 1, Genesee, Idaho, is willing to divide his farm with those who wish to move from the city into the country. Those interested may correspond with him.

MISS MARY LAMSON, who has for several years been connected with the church schools, has been asked to take charge of the Boulder school, Boulder, Colo.

## Publishers' Department

### THE ADVOCATE

Subscription, single copy, 50 cents per year

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

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

**Text-Books.**—Do not forget that it will give us pleasure to send you price-list of books published and handled by The Advocate Publishing Co., Berrien Springs, Mich.

**Helps for Teachers.**—Prof. M. E. Cady's books, entitled:—Bible Nature Study, \$1; Principles of True Science, \$1.75; Science in the Bible, 40c; Nature Study Note-Book, single volume, 75c; Nature Study Note-Book in two volumes, \$1. Can be obtained by teachers and for Christian schools at a discount of 25 per cent. Address, The Advocate Publishing Co., Berrien Springs, Mich.

**A Valuable Text-Book in Bible.**—There is a great need of a thorough and systematic study of the Bible. To stimulate such study is the aim of the lessons in the New Testament History, by M. E. Kern, of Union College, the third volume of which is just out.

A Colorado teacher says, "I like your book very much, and think it is just the thing for classes in the eighth, ninth, and tenth grades."

S. M. Butler, principal of the Cedar Lake Academy, says, "We are finding these books very helpful in our work here in the country in the Academy."

Volumes one and two are on the Life of Christ, volume three on the Acts of the Apostles. Price, 30 cents per volume, postpaid. Order of the Union College Press, College View, Neb.

**Calendars.**—The Southern Training School, Graysville, Tenn., sends out a neat announcement of its ninth year's work. The fall term opened September 21. Persons desiring information should address the principal, J. E. Tenney, Graysville, Tenn.

For the youth, Cedar Lake Industrial Academy, Cedar Lake, Mich., affords good training. The school is located near a small village, on an eighty acre farm. Industrial work is a part of the course of instruction. Address, S. M. Butler, principal, for details of information.

The opening sentence in the very neat announcement of the Boggstown Manual Training Academy is that this institution "began its career October 29, 1902. The school was established for the purpose of giving a balanced training of the physical, mental and spiritual nature of the youth of the intermediate grade. It is the purpose of this school to continue the training of the church school, and serve as a preparatory school for Emmanuel Missionary College." Parents desiring to place boys and girls in such a school are invited to correspond with the principal, B. F. Machlan, Boggstown, Ind.

The Edgewood Church School, taught by Mr. and Mrs. A. M. Woodall, is located at Edgewood, Texas. A neat little announcement of this school gives the advantages of the school and its course of study for the first seven grades. Parents desiring school advantages in the Southwest for children will be interested in the Edgewood school.

# Series of Readers for the Children

Readers are the backbone of any text-book system. The strength of Christian schools will, to a great degree, depend upon the character of its readers.

Christian schools have suffered for lack of text-books. It is gratifying to know that

**Bible Reader, No. 1, and Bible Reader, Second Year** are already on the market, and we wish you to know that the **third book in this series,**

## **Bible Reader, Third Year,**

will be ready for circulation this fall.

This book for the children will follow the general plan of the first two books in the series. Bible stories and nature studies form the subject-matter.

The series is capable of creating a love for the Scriptures. It correlates nature study, history, geography, arithmetic, physiology, and Bible with reading, spelling, language, writing, and drawing.

True to the most modern methods of education.

Full of suggestions for teachers, parents, and pupils.

Do you want to encourage a taste for good literature? See that the children have the Bible Reader Series.

Nos. 1 and 2 are now on the market.

No. 3 will be ready this fall.

For any of these books, address,

THE ADVOCATE PUBLISHING CO.,  
Berrien Springs, Mich.

## **A Book for Little Children**

Are you interested in children? To you then come the questions, How shall I teach them? What shall I teach them?

Mary, the mother of Jesus, taught her child from the scrolls of the prophets.

The early Christians taught their children Bible stories; they sang to them sacred songs. It was thus that they trained them to fill places of importance in the church.

### **Has God a Mission for Your Child?**

Then train him from infancy to fulfil that mission by early turning his heart to God.

## **BIBLE READER**

### **Number One**

will teach your child to read, for it develops a vocabulary gradually. From it he learns to love Scripture stories. It cultivates in him a love of sacred literature.

Place the little book in his hands before his taste has been formed.

**Price, 35 cents.**

Address THE ADVOCATE PUB. CO.,  
Berrien Springs, Mich.  
or State Tract Society.

## **BIBLE READER** SECOND YEAR.

"What is put into the first of life is put into the whole of life." This is a vital reason for placing only the truth before children.

### **Some Strong Features of Bible Reader, Second Year, are:**

A strong appeal to the imagination.

Thorough correlation of all the common branches, with the Bible as the basis.

Gradual development of a vocabulary, which enables the child to read the Scriptures themselves.

Subject-matter, which is truth instead of fiction.

Cultivates love of life in the country, and love of manual work as well as mental activity.

### **Teachers Say:**

"Bible Reader, Second Year, is by far the most interesting work for children that it has been my privilege to examine."

"Bible Reader, Second Year, gives the help which teachers need in its natural method of correlation, covering, as it does, all the subject-matter necessary to a pupil of this grade."

"I consider Bible Reader, Second Year, invaluable because its stories are true, and the plan of the book develops individual thought."

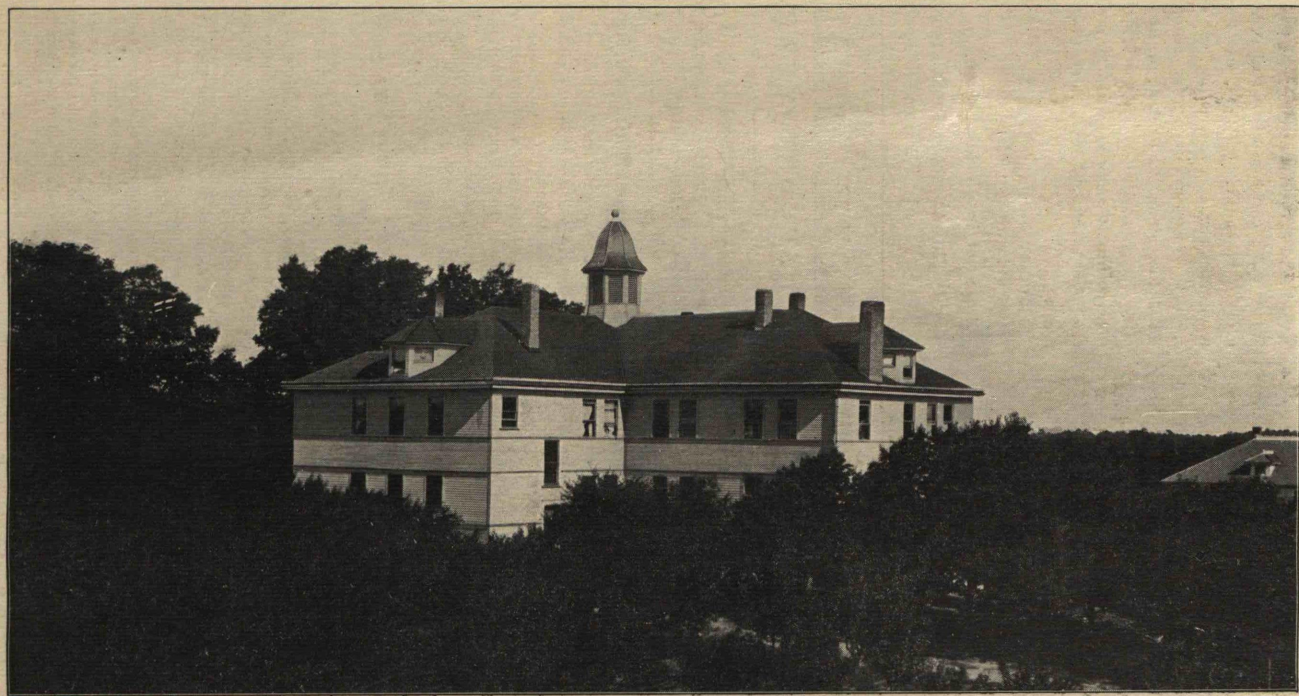
"If the education of every child were based on the subject-matter contained in Bible Reader, Second Year, it would create in him a love for nature, for country life, and for the Bible, and it would be the means of developing Bible students who would remain firm for principle and for truth."

**Price, 40 cents.**

Address, ADVOCATE PUBLISHING CO.,  
Berrien Springs, Mich.

Emmanuel Missionary College correlates manual, mental, and spiritual training in the education it affords, for while manual training is profitable, "mere hand training without thorough moral and mental education counts for very little,"

Emmanuel Missionary College is an institution which trains Christian workers, giving equal attention to physical, intellectual, and spiritual training.



Domestic Arts Building--The Woman's Building of Emmanuel Missionary College, Surrounded by Orchards and Vineyards.

For information, address the President of Emmanuel Missionary College, Berrien Springs, Michigan.

Fall Term opens October 5, 1904. Courses practical. Terms reasonable. Many students meet expenses by work.