

CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Vol. V

September, 1913

No. 1

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Published Monthly By

Review and Herald Publishing Association
Washington, D. C.

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The New Volume

With this number begins the fifth volume of this magazine. We want it to be the best one yet, and have good reasons to think it will be. For the purposes of space economy, of greater expediency in adapting matter peculiar to educational needs, and of making the contents more generally readable, we have adopted the double-column style of page instead of the single.

On the Editorial Side

Prof. J. L. Shaw, who is an experienced editor, teacher, and field man, and who is deeply interested in raising the efficiency of our schools, will give substantial help on the journal, especially from the viewpoint of missions and the ministry. Mrs. C. C. Lewis is now living at Takoma Park, and can, therefore, bear a closer and more advantageous relation to her department, Home Education.

Our Contributors

In harmony with a symposium arranged by us, on "How I Use the Bible," we have definite promise of articles as follows:—

"How I Use the Bible in Science Teaching," Dr. O. R. Cooper, Emmanuel Missionary College; Prof. F. W. Field, Pacific Union College.

"How I Use the Bible in History Teaching," Pres. O. J. Graf, Emmanuel Missionary College.

"How I Use the Bible in Literature Teaching," Prof. M. E. Olsen, Foreign Mission Seminary; Prof. Geo. W. Rine, Pacific Union College.

Two serial articles are promised, as follows:—

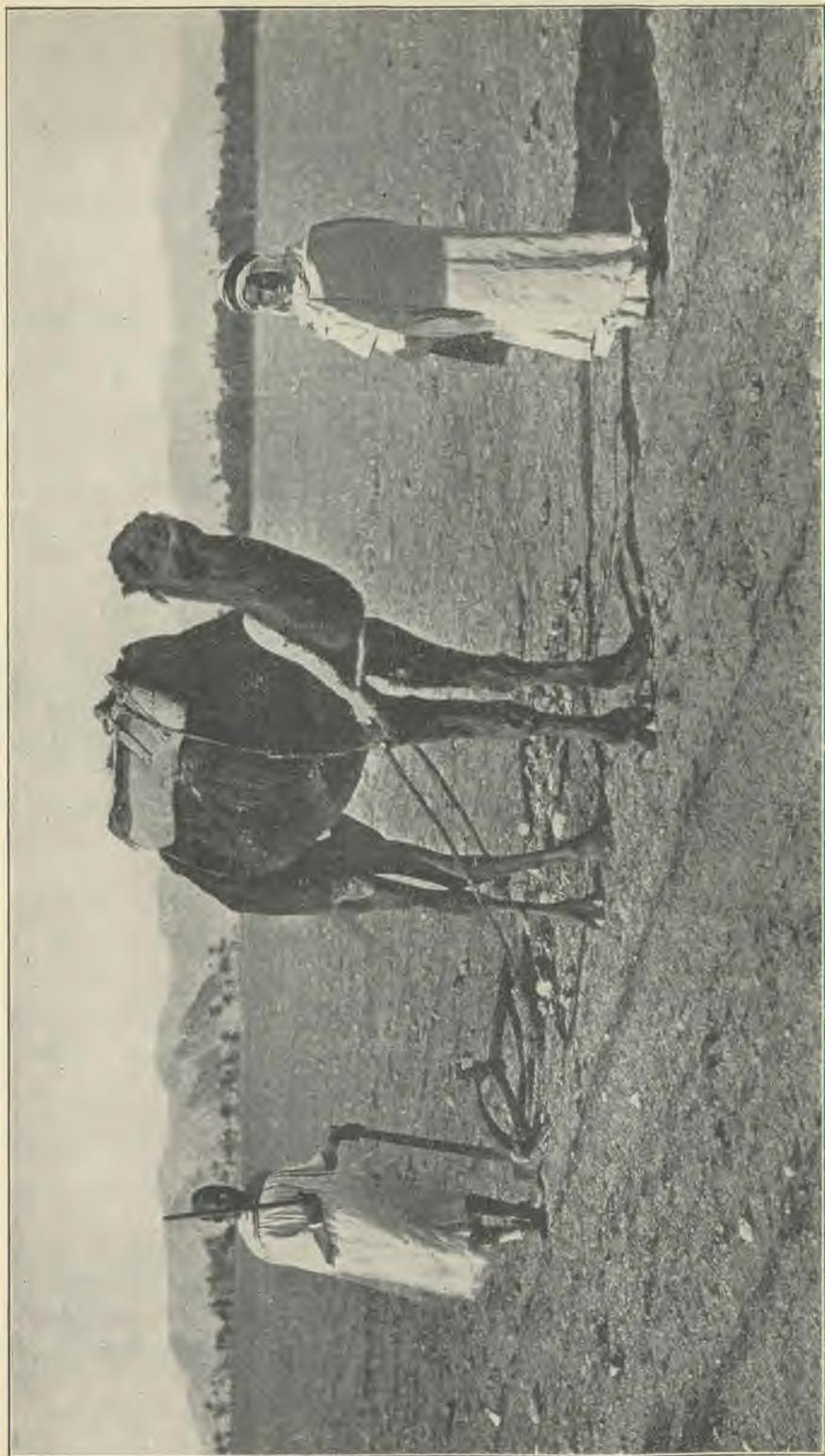
"Home-Made Apparatus for the Science Laboratory," Prof. Lynn H. Wood, Union College.

"Agriculture for Secondary Schools and Colleges," Prof. S. A. Smith, Oak Park Academy.

Numerous promises by teachers and officers to keep the journal supplied with helpful things from every-day experience—just the informal kind of paragraphs and short articles that do not tax one to read, yet which often help him more than if they did.

For the rest of the good things, look inside.

Wanted by this journal: a vigorous, well-sustained boost into the homes of the people.



FARMING IN ALGERIA

CHRISTIAN EDUCATION

Vol. V

Washington, D. C., September, 1913

No. 1

School Hygiene and Sanitation¹

BY G. H. HEALD, M. D.

WITH excellent reason school hygiene and sanitation is now recognized as one of the most important phases of the public health work, for it is in the tender years of childhood, during the school age, that influences or circumstances occur which determine the future physical condition, the vigor or invalidism, of the rising generation.

Too often parents lack the knowledge or the foresight to surround their children with healthful influences; and if the child is to have a fair chance to develop into sturdy manhood or womanhood, it must come through the school; and the school itself is a place holding great possibilities for good or harm to the pupil.

So important has school hygiene become that for some years there have been held international congresses at which the greatest educators and physicians have met for the sole purpose of discussing problems relating to school hygiene and sanitation.

The child is not by nature sedentary. Nature made him active, and all his instincts impel him to do things and make a noise. Sitting is irksome, and four to six hours sitting in a more or less un-

comfortable position, attempting to concentrate the mind upon uninteresting and uncongenial tasks, is an occupation wholly unnatural, and one against which the ordinary child, if he has any life or any ambition in him, rebels.

Sitting Posture

One most important problem of school hygiene is to provide that this period of enforced imprisonment shall do as little harm as possible to these tender plants to whom another environment is more congenial, and doubtless more healthful. To this end, seats and desks should be so constructed and so adjusted as not to distort the little bodies. The bones of the schoolchild are partly cartilaginous, and quite yielding, and it is easy for false positions, such as stoop shoulder, curved spine, and flat chest to be perpetuated.

This, it would seem, is considered by some to be a relatively unimportant matter, but it is not so unimportant when we consider that a large proportion of the crooked spines and distorted forms we see around us are due to faulty positions at school. Not only should the desks be properly adjusted, but teachers should be alert to correct any tendency on the part of pupils to form vicious postural

¹Part of a paper read before the Educational Council at General Conference, June, 1913.

habits, and such exercises should be introduced as will tend to correct wrong habits when once they have been formed.²

Another problem of school sanitation is to avoid the tedium of long, close confinement by changes in occupation, by physical exercises, breathing exercises, and the like, details too often neglected by the busy teacher, especially in the ungraded or partly graded school.

Care for the Eyes

The eyes of the pupils should also have careful attention. In Germany a great proportion of the very defective eyesight has been traced to faulty methods in the schoolroom. Though not to so great an extent, we have, in this country, defective eyesight in adults, directly traceable to improper use of the eyes at school.

The lighting of the rooms should be so arranged that no pupil is compelled to strain his eyes in the attempt to get his lessons in a partly dark corner; and no pupil should be blinded by having to sit facing windows, or by having to read with the sunlight on the page. There should be no blackboards between windows, or if it is necessary to use such boards for work to be read from the seats, the curtains should be drawn.

Every pupil having a visual defect, such as far sight, near sight, or astigmatism, should be sent to a competent person for correction

²Jessie H. Bancroft, assistant director of training, New York City public schools, has just issued a book, "The Posture of School Children, With Its Home Hygiene and New Efficiency Methods for School Training," published by the Macmillan Company, at \$1.50 net, which should be read by every teacher who cares for the physical welfare of the children under his care.

by means of glasses. If the school is not provided with a medical inspector, the teacher should be trained to detect the various evidences of eye strain, such as headache, disinclination to study, tendency to hold the book or the head in some abnormal position in order to relieve the strain of the eyes, and wrinkling of the forehead or face muscles. No pupil should be compelled to continue studying with the eyes under strain, as this naturally leads to increase of eye trouble, and also to various nervous reflex troubles, which help to make patrons for the sanitariums.

Ventilation

Ventilation should also have proper attention, not only when building the school and installing the heating system, but the teacher should be, if anything, a "fresh-air crank." Too often the teacher is content to sit in a closed room when the pupils would prefer more air. It has been shown from the records of many outdoor schools that under the open-air system, even anemic and physically defective pupils make more progress physically and mentally than normal pupils in the ordinary schoolrooms. There is no one thing that so makes for mental and physical freshness as fresh air, and the colder the air, the better it is for the pupils, provided they are properly clothed and liberally fed. In the ordinary schoolroom it is an advantage to throw the windows wide open at recess and let the air blow through the room freely.

Avoid Infection

Another great problem is the avoidance of infection — a most

important measure. Most epidemics of measles, scarlet fever, whooping-cough, and diphtheria start in schools, and could be prevented, or largely prevented, by proper medical supervision; and yet I have known of church-schools where there were a number of our own doctors in the vicinity, and not once, so far as I have known, have any of the doctors been called in to advise regarding epidemics or measures of school sanitation. If there is a doctor in the vicinity, no doubt an arrangement could be made without cost to the school, whereby any pupil having suspicious symptoms, whether running eyes, or a sore throat, or a cough, could be sent home with orders not to return until the physician had made certain that the disorder was not contagious. At any rate, especially when there is some infectious disease in the neighborhood, the teacher should feel it his duty to send home every child with any unfavorable symptoms, with orders to remain there until it is certain that there is no danger from that source; and he should have the authority to send home other members of the family when one is down with contagious disease.

Drinking-Cup and Towel

Another problem to which there is only one right solution, is the one of the public drinking-cup and the public towel; these relics of a past age and perpetrators of infectious diseases should be forever banished. Where practicable, the bubble fountain should be installed. If this is not feasible, each student should have his own cup, and

should be taught not to lend it, or the pupils may be taught to make such cups from paper. We have not yet sufficiently realized that nearly all diseases of an infectious nature reach us through the mouth, and that if we are careful of what we put into the mouth, we lessen the danger from this source. It should also be remembered that there are numberless persons not actually ill who nevertheless carry about in their mouths disease germs which in some other mouth may set up a fatal disease. On the edge of any common drinking-glass, even when it has been rinsed, there can be seen, with the aid of the microscope and a little staining material, patches of epithelial tissue from the lips and numberless germs from the mouth. It is impossible to drink from such a cup without running the risk of contamination. (See cut page 19.)

And by means of the public towel, such a loathsome and formidable disease as trachoma, or "granular lids," may be transmitted. This is such a dangerous disease that any immigrant who comes to our shores having it is immediately sent back to his own country; and yet recently it has been discovered that this disease has quite a stronghold in certain portions of this country. In some cases whole families of children and the parents are afflicted, some so seriously that they have to remain in darkened rooms. Think of the risk that is run with a public towel if one member of the school has such a disease, even in an incipient form. And other diseases may also be transmitted by the common towel.

Good Sanitation

The sanitary arrangements of the school also demand careful attention. The writer thinks it is a mistake ever to have these in the building; for the teacher or principal who is able to maintain them in a respectable condition is the exception. On account of defective plumbing, or because of the carelessness or viciousness of the pupils, they are likely to get in an unspeakable condition, and render the entire building unsanitary. I am not speaking at random in making this remark. I am not sure but that it would be a good thing if the local health officer had it as a part of his duty to deal with such conditions, with authority to compel the school board to abate nuisances.

Physical Defects

The school authorities should look after the defectives, such as those having adenoids or other obstructive disorders of the air-passages. Such pupils are handicapped and do not make real headway in their school work until these physical defects are removed. Many a supposedly vicious or dull pupil has been shown to be merely one who needed the attention of a doctor; and often the removal of such defects has made a remarkable change in the mental and even in the moral attitude of the pupil.

There can scarcely be a school of any size that does not have one or more anemic pupils, pupils in what may be called the "incipient stage of tuberculosis," who, if treated

like the other pupils, will grow up poorly developed, sickly, and of little use to themselves or their community. Such pupils should, if possible, be given the benefit of a room or a school where, in addition to the fresh air, they will receive nourishing food at intervals during the day. I question whether it is wise to subject such pupils to the ordinary schoolroom discipline. What they gain in knowledge is more than lost in health.

Create Natural Conditions

The open-air program, as usually practised, includes one or more hot lunches during the day, and an abundance of rest. Some of the open-air schools have no vacations, for the children are better off at the schools than they would be in their own homes, and the *children do not want vacations*. Can you imagine one of our schools, in May, with the children pleading for the school to be continued during the summer? Is not the fact that even our well-disposed pupils are anxious for vacation, and that vacation is a recuperation time, a kind of antidote for the eight or more months of school life, a terrible comment on our school systems? In this we are not far different from the public schools. At the very best, the school is an unnatural place for a child, and all our attention should be given to the problem of adapting it to his real needs, and preparing a curriculum in which the child will have some natural interest.

EDITORIALS

A Missionary Magazine

THIS magazine is now entering upon its fifth volume. We trust that it will prove to be the best one yet, and shall work diligently to that end. It is not designed to be merely an exponent of principles and policies, but it is the earnest wish of its editors that it become also a record of experiences that tell for progress. We want, therefore, once more to invite teachers, educational officers, parents, and all who are interested in education, to contribute paragraphs and brief, pointed articles on experiences and views that have helped them and that they think will help others. Along with our interest in missions to the heathen, we must not forget to cultivate a missionary spirit toward one another. Geographically scattered as our schools and people are, we need the help that a general organ of intercommunication can give. Send good ideas, good experiences, good pictures, good clippings, good samples of work, good criticisms, good questions — anything good that may help somebody across country.

H.

Use of the Bible

IN that new handbook for Christian educators, "Counsels to Teachers," page 16, are these words: "God's Word must be made the groundwork and subject-matter of education." Here are pointed out two ways of using the Bible,—subject-matter and groundwork. The first points clearly to our

Bible classes, where the Bible is made the text-book, the subject-matter for daily study. The second way makes it plain that the use of the Bible should not be confined to Bible classes, but that it is to be the groundwork, or as expressed elsewhere, the "foundation," of the teaching in other subjects. Just what this means in the concrete is a question that no one of us presumes to have fully solved. It is a question, however, that merits diligent and continual study. It is for this reason that we have arranged with some of our seasoned teachers for a number of articles dealing with the use of the Bible in the teaching of science, of history, and of literature, as announced elsewhere. We commend these articles to the careful scrutiny of our readers, and invite correspondence in reference to them.

H.

Hygiene and Sanitation

A FAMILIAR proverb says that cleanliness is next to godliness. We believe that, but we go farther and say that cleanliness is a part of godliness. If this is true in private life, how much more should it be emphasized and *made apparent* in the school. Here is where ideals and models are much talked about, where the standard of true living is supposed to be exemplified. In the Lord's instructions to Israel of old, immaculate cleanliness, of person, of clothing, and of camp, was made a prerequisite of approach to God

and his sanctuary. Every filthy thing was to be carried — not into the back yard and left there, but without the camp, and burned. Every case of infectious disease was to be isolated and treated, and not returned to the congregation till cured and thoroughly disinfected. There was daily inspection of premises — back yards and obscure corners, as well as the more favored parts. “Touch not the unclean thing,” except for cleansing or removal or destruction, was the watchword.

Every habit of life that tends to produce uncleanness of any kind or to impair the health, ought to be diligently corrected in our schools. To help stir up our minds and stimulate to vigorous measures at the very beginning of the new school year, we give in this issue part of a paper read by Dr. G. H. Heald at the General Conference. It will serve as a fitting introduction to other matter we purpose to give from month to month. Study it carefully.

H.

Bible Teachers' Institute

IT was indeed a gratifying spectacle to see ten of our leading Bible teachers assembled daily for six weeks following the General Conference, to pray and study together the matter and methods of teaching the Bible in our schools. This was something new in our educational history, for no such institute has been held before since our school work developed into a system. Representatives were present from our five colleges, two academies, and two seminaries, a few only part time, as follows:—

E. J. Hibbard, Pacific Union College.

O. A. Johnson, Walla Walla College.

H. C. Lacey, Union College.

W. H. Wakeham, Emmanuel Missionary College.

N. S. Ashton, Mount Vernon College.

C. Sorenson, Foreign Mission Seminary.

J. N. Anderson, Foreign Mission Seminary.

O. F. Butcher, South Lancaster Academy.

H. S. Prener, Keene Academy.

J. S. Harder, German Seminary.

As Pastor E. E. Gardner could not be present for Lodi Institute, Prof. J. A. L. Derby, the principal, remained for a time and took part in the study. The work of this institute promises much by way of renewed inspiration, unity, and strong impetus to deeper study and broader teaching of the Holy Scriptures, and to more thoroughgoing historical and prophetic research. Careful study was given to pastoral training, to improving the course of Bible study in our schools, and to developing a suggestive reading course for ministers, the latter to be considered at the October council of the General and North American Conferences.

Let us fervently pray that this may not be the last institute of this kind, but that our Bible teachers may have the opportunity for constructive and aggressive work that the supreme importance of Bible teaching in our schools, and of training young men for the ministry, demands. In addition to dealing with the teaching of the

Bible as subject-matter, their counsel is much needed also in making the Bible the proper groundwork in the teaching of other subjects. In discussing Bible teaching, at the General Conference, Pastor A. G. Daniells said:—

Let our Bible teachers be given their summer vacation for study and research. Let them remain here in Takoma Park this summer, and work on a well-regulated program, including time in the national and city libraries. Let them study in detail every phase of Bible teaching in our colleges and academies, and return fresh from this work to their schools at their opening. These measures will help to bring new life and impetus into our Bible teaching, and make the Bible classes in reality the most interesting and influential ones in the school.

H.

Young Men for the Ministry

THE fresh impetus given to Bible teaching and pastoral training at the Bible teachers' institute, and the fact that our schools are more strongly equipped all round in their Bible departments than for several years in the past, are sure to develop renewed interest in study for the ministry. The recruiting of our ministry in this country has not nearly kept pace with the drafting of ministers into the foreign service and the increased demand for labor in our large cities. If we are correctly informed, only five students were graduated from the ministerial course the past year in all our schools, while among the one hundred and fifty missionaries appointed to foreign fields at and since the General Conference, at least twenty are ministers. While it is true that not all the recruits

to the ministry come through the schools, yet it is coming to be felt more and more by our leaders that many more ought to come that way. Our laborers in foreign fields freely express their keen need of what our schools can give them, and the rapid and universal spread of knowledge in this country makes it the more imperative that preparation for the ministry be grounded upon a solid substructure of education. It is a sacred calling. No one can be successful in it unless God calls him; but shall we not hope and pray that the Holy Spirit may lead a large number of our young men to dedicate their lives to this holy calling before the coming school year shall pass, and devote themselves earnestly to study under the improved conditions our colleges and higher academies can now offer? If this can be so, it will prove not only a strong bulwark against evil influences in the schools themselves, but will be an encouragement to those who are daily facing the destitution of efficient laborers in the field.

H.

Junior Volunteers

AT a joint meeting of the Educational and Missionary Volunteer Departments of the General Conference nearly a year ago, the following plan was adopted:—

1. That each church-school be a society regularly organized, and known as the Junior Missionary Volunteers.
2. That the meetings occupy the time of the devotional exercises in the church-schools each Wednesday morning.
3. That the schools be encouraged to engage in appropriate lines of missionary work, and to make offerings for missionary purposes.

Look for fuller announcement later.

H.

Home Education

IN the emergency measure of carrying on schools to repair the breach in God's original plan to have children educated by their parents, we are in constant danger of losing sight of the needs of the home during those years when the child is under school age, and likewise of those homes whose children are of school age but do not have access to a Christian school. Even where such a school is accessible, we are admonished that the ideal plan is to keep the children under the care of their parents "until they have reached eight or ten years of age." Many faithful parents among us, especially mothers, are making earnest endeavor to meet these conditions, but with their daily cares find themselves hampered in doing their best. We desire to call the attention of all our readers, and to ask them to call the attention of others, to the department of Home Education in this magazine. It is conducted by Mrs. C. C. Lewis, a mother, preceptress, and teacher of many years' experience. She is conducting also a mothers' normal course through the Fireside Correspondence School, and will parallel and supplement that work to some extent in this department of the journal. All the matter in this department will be equally valuable to all parents, whether taking the correspondence course or not, and will be worth many times the subscription price of the journal. We earnestly ask all our readers to assist in extending the circulation of this journal into the homes of the people, that its good things may reach the largest number. H.

Two Significant Facts

ONE of the most notable of world organizations held its fourth triennial session, in America for the first time, at Buffalo, N. Y., August 25-30. We refer to the International Congress on School Hygiene, with President Wilson as patron, and President-emeritus Elliot as presiding officer. The program was divided into three sections: (1) The Hygiene of School Buildings, Grounds, Material Equipment, and Up-Keep; (2) the Hygiene of School Administration, Curriculum, and Schedule; (3) Medical, Hygienic, and Sanitary Supervision in Schools. The program included papers from more than one hundred and fifty speakers and specialists, and in addition symposiums on Oral Hygiene, Sex Hygiene, School Illumination, Mental Hygiene, Health Supervision of Students, School Feeding, Prevention of Blindness Among Schoolchildren. A plan was set on foot to effect a permanent organization for the purpose of carrying out school hygiene reforms in all the individual communities in this country. It is a significant fact that the thinking men of the country, and of the world, are coming more and more to recognize the school as one of the most effective means of uplifting community life. It is another significant fact that our denominational leaders are looking more and more, and have a right to look, to our schools as a potential means of denominational uplift and expansion. Are we living up to our privileges? Shall we strive to meet that expectation this year more fully than ever before?

H.

Our Schools and the Mission Fields

WE are connected with a movement having as its object the carrying of a definite and final message to the Christian, Mohammedan, and heathen peoples in different parts of the world. That message is from God, and our schools and colleges stand as closely related to it as the means to the end. A worldly school is primarily for the benefit of the individual pupil, and is created for that purpose; while the school system of which this journal is an exponent, though having that in view, has a still higher purpose,—the preparing of workers to carry the gospel of present truth to the ends of the earth. Our educational system, from the primary school to the college, is an intimate and necessary part of a growing movement to make world-wide the gospel of Christ in the setting of present truth.

The First College and the First Missionary

As these plants have grown and developed at home, mission enterprises in many lands have sprung up, and gained strength. The first denominational school was opened in Battle Creek, Mich., in 1872. Buildings for the first college were erected in Battle Creek in 1874, and it was in the same year that the first missionary was sent abroad. Practically the same date, therefore, marks the beginning of the first college and the sending of the first missionary to a foreign land. While Elder J. N. Andrews, in 1874, was making his way across the water, and settling in Europe,

his cherished desire that an educational institution be founded for the purpose of preparing laborers was being carried into effect, and buildings were in process of erection at Battle Creek.

Healdsburg College was opened in 1882, South Lancaster Academy in 1883, and the first missionary sent to a non-Christian country was sent in the year 1886. From 1885 to 1895 eight educational institutions, including two colleges, were opened, and during a similar period missionary work was started in seventeen countries. Forty educational institutions were opened in the decade from 1895 to 1905, while twenty-nine countries were entered.

So our schools and mission work have grown and increased together. The same God who has purposed to send his warning message to the world has at the same time created the facilities to prepare the men to do the work.

Broader Views

The years 1873 and 1874 were remarkable in the history of this cause. The horizon of leading men widened. They began to realize as never before that the messages of Revelation 14 were for the world, to be carried to every nation, kindred, tongue, and people. Elder James White was moved to urge upon the people broader plans. Writing in the *Review and Herald* of Aug. 26, 1873, he said: "The fields are all white and ready for the harvest. There is not only a want of publications in different languages, but of men filled with

the spirit of their message to preach to people of other languages in our own country and to scatter publications among them. But we must send men to Europe, to establish the work there." There was at that time a fund of two thousand dollars to pay the expenses of a missionary to Europe.

At this very time Brother White was urging a denominational school. In the *Review and Herald* of July 8, 1873, he wrote: "We should have had a denominational school of some magnitude, for the education of young men and young women, preparatory to engaging in several departments of the great work." The calls coming in at the time, from many places, stirred the brethren to advocate a denominational school.

The Aim of Our Schools

It is, therefore, evident that our school system, from its beginning, has had for its object no worldly design. To fit young people spiritually and intellectually for the important work in the Master's service has been its great aim. We are living in the closing years of this earth's history. A great world is to be warned of the soon coming of Christ, and our schools are dedicated to the significant and sacred purpose of providing well-instructed heralds of this culminating event. We are, therefore, continually to make evident to every class in every school of this denomination the purpose of our schools, that the children and young people who attend may have ever in view God's purpose in their lives.

The Need in the Regions Beyond

In the next few years an army of efficient laborers should pass from

our educational institutions to the great mission fields. The continents of Asia and Africa, and the islands of the sea, present fields scarcely yet entered. To live in these lands; to behold the vast multitudes, fettered with shackles of heathendom, unknowing and unwarned, profoundly impress us with the need of enlarging and hastening the work. There should be twenty in our schools to prepare themselves for service, where now there is one. Greater than any other need, save the outpouring of God's Spirit, is an increasing number of efficient men and women for the cause at home and in other lands. Back of this possibility stand our schools, the heaven-appointed agencies to provide workers in different lines of effort. Our schools and the mission fields stand as closely related, the one to the other, as the means to the end. The success of the latter is but a sequence of the former.

The possibility of the final triumph of the work is well stated in "Education," page 271: "With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might be carried to the whole world! How soon might the end come,—the end of suffering and sorrow and sin! How soon, in place of a possession here, with its blight of sin and pain, our children might receive their inheritance where 'the righteous shall inherit the land, and dwell therein forever;' where 'the inhabitant shall not say, I am sick,' and 'the voice of weeping shall be no more heard.'" s.

THE NORMAL

The First Day of School

BY D. E. WHITE

To the person who has for years looked forward to his first school, realizing the nature and responsibility of the work, the importance of beginning right is a matter of so great consideration that the opening day causes perplexity and much thought.

Books on school management tell us to make out tentative programs, to have an interesting opening exercise, to have our work well planned, etc. To some who enter the schoolroom as teachers for the first time this fall, such information is too meager. While casting about for more definite instruction a few years ago, I found an article in *Primary Education* which proved so helpful that I will pass its thought on to you.

First, visit the homes. You will find that Clifford cannot "do" his arithmetic; John is in a class with boys who are younger, and needs encouragement; "Tillie," her mother explains, "never could do 'them' grammar lessons" (maybe you have discovered one reason for this); while Rufus is bright, and finds an outlet for his superabundance of life in a channel that causes the disturbance of the schoolroom equilibrium. So each home reveals some secret which will be helpful to you as you try to solve the problems of your school. You will know what interests your pupils, and to a degree, from what viewpoint to present your first morning lesson that

it may reach home and make your pupils a little better.

When *the* day arrives, have your schoolroom neat and clean. Place on the board work for every grade except the beginners. We like to use arithmetic problems because so little time is needed for the assignment of these. Tell the boys and girls to work the problems for their grade, or, if that is impossible, those of the next lower one. It is an excellent thing to create in the minds of your pupils the idea that they are there for business. It is also good to give them so much to do that there will be left no time for mischief. Use on this first day, and always, the word "do," and as far as possible eliminate "don't."

After the assignments are made, call the class of beginners, give them a lesson, then some seat work. Follow this with classes for the older ones; discuss the lessons for the morrow, and assign work for the next day's recitation. This is possible if when you call on the parents you request that the children bring their books.

By using this plan, all have work from the first; you deepen the impression that the school is for business, and lose no precious time from the year, which is always too short.

Plan your work prayerfully
then

Work your plan carefully.

The School Lunch Problem

BY GRACE O'NEIL ROBISON

AMONG other perplexing problems that confront the busy mother as school-days begin again and little folks must be started off to school with books, paper, pencils, and crayons, is the problem of answering that ever-recurring question, "What shall I take for lunch, mama?"

Every teacher who has had anything to do with putting up lunches knows that it is indeed a perplexing problem to know just what to keep on hand each day for the one hundred and eighty days of the school year; to decide what cold foods will be most palatable, nourishing, and inviting to the child at school.

You know also that many children do not eat a cold lunch for this very reason: they have no appetite. They tire of their lunch basket and its cold contents, and so they are deprived of the nourishment they need and should have to fit them for their afternoon of mental work in the schoolroom.

The Wrong Way

Some mothers, in order to be relieved of the burden of preparing a lunch, send the children to school with some small change, and at noon it is turned over to the ice-cream man who may be passing, in exchange for some colored cones, or to the candy or tamale man who makes it a point to drive by the schoolhouse just at noon.

However it may be obtained, the school lunch soon comes to be defined as anything left over from yesterday or purchased from the

wagon on the street, the same to be eaten on the top of a school desk or on the schoolhouse steps without regard to table etiquette or mastication.

Children need good, nourishing food while going to school, and no one is in a better position to cooperate with the parent in seeing that it is provided for the child than the teacher. This matter has a definite bearing on the welfare of our schoolchildren, and as teachers it should be a matter of vital interest to us.

This problem of school lunches is a matter of world-wide importance, and is receiving definite consideration. The most recent statistics on the subject state that the elementary school lunch is now established in forty-two cities in the United States, two hundred cities of England, one hundred and fifty cities of Germany, twelve hundred French communities, and fifty-five Italian cities. All over the world high schools, normal schools, and grammar grade schools are installing the cooking department as a part of their regular course, making it possible for all who desire it, to purchase a warm school lunch at noon at a very nominal cost.

It is in this very practical way that we also in our church-schools can cooperate with parents in solving the school lunch problem, and in doing this we shall also solve such other questions as these: How shall we spend the noon hour? Of what shall pure industrial work consist? How shall we carry it on in the most orderly way?

A Successful Experiment

Some years ago while dealing with some of these problems in a church-school of all grades, where the children came from some little distance to stay from nine to four o'clock, I laid before the parents of these children the plan of serving a warm meal at school. They saw the advantages to be derived from such a plan, and the result was almost more than I had hoped for. A cook-stove, cooking utensils, and dishes were supplied, while potatoes, turnips, pumpkins, and other vegetables were brought to us with which to begin our housekeeping. Further than this, fathers showed their interest by bringing hammers and saws and providing tables and benches for our noon meal.

Here during the school term on every day a simple noon lunch was served, consisting perhaps of no more than soup and salad or vegetable roast with gravy and a dessert; but it was cooked by the children, boys and girls alike, and served in a neat, appropriate manner. With such a simple meal, it was always possible to prepare it by having those in charge for the week come fifteen minutes early in the morning. This with the morning intermission was sufficient time, and one or two of the class were dismissed before the rest at noon in order to give the finishing touches. When school was dismissed, various ones, previously appointed, set the table, placed the chairs, etc. At the ringing of the bell, all sat down together. Those who had been in the habit of bolting their food, ate more leisurely so as not to be through before the rest. It was the plan to direct the

conversation in appropriate channels, that all might have a part. Each had his part, too, in sweeping, washing dishes, caring for the pantry, etc.; and when this work was finished, the noon hour was gone. The children had been provided with a nourishing meal; they had had the experience of preparing it themselves, thus furnishing them with a most excellent form of industrial training; the playground problem had been solved; and the children were rested and ready to begin their afternoon work.

The Plan Possible

It is possible in almost every schoolroom to serve a school lunch of some kind. It may not be in just the way mentioned. It may be on a gasoline-stove in a corner of your schoolroom; it may be you can serve only one warm food, and the children can bring their own bread and butter; it may be you can have a small delicatessen counter where the children may purchase what they please. As you talk it over with the parents, plans will suggest themselves to you that will fit your particular school. One good way to provide a fund for the school lunch is to ask each child to bring a definite amount each day. Instead of giving it to the grocery man around the corner, let it be given to the teacher, and this may constitute a definite daily fund for purchasing materials. Perhaps some child would rather bring a sack of potatoes or something else in the food line as his contribution than bring ten cents.

Where the school is too large to use all in preparing a meal, let it be divided into sections, one section

having charge for a given length of time. The rest can try the same recipes at home. Each member of the school should copy the recipes, which, when the school term is finished, may be bound in note-book form together with such other useful information as the teacher may give out,—correct and incorrect combinations, general rules for eating, model menus for every-day use, regularity and simplicity in eating, etc.

In closing, let me enumerate some advantages to be derived from serving a school lunch, as viewed by a teacher in the public schools who has tried the experiment:—

1. The advantage of warm, palatable food to the body.
2. The formation of regular habits of eating.
3. Experience in social intercourse in mingling with schoolmates and teachers.
4. Demonstrating correct table manners and etiquette.
5. Correlation with direct instruction in elementary hygiene, proper mastication, care of teeth, cleanliness, etc.
6. Teaching of food values; instead of tracing an imaginary meal in its digestive process, trace the digestion of a school meal.
7. Teaching children to spend money wisely in the purchase of food.
8. School lunches help to reduce the large amount of truancy and absences.
9. A light, well-planned meal in the middle of the day has an immediate effect on the children's power of attention and their resistance to fatigue. (That this makes the rest of the session far more efficient is the universal testimony of teachers who have tried the experiment.)
10. It tends to increase the interest of parents in school activities, and thus combine the work of the home and the school.

Shall we not give our church-school children the benefit of some of these advantages derived from serving a warm noon lunch?

Manual Training for the First and Second Grades

BY ALICE OWEN RITTENHOUSE

THE following models of colonial furniture are based on the folded square, and constructed from a stiff paper which will fold both ways without cracking.

Use colors appropriate for the furniture of the different rooms; mahogany color for the parlor, cherry for the dining-room, and a light blue for the bedroom are pleasing colors.

The first four models are for the dining-room:—

I. Table, II. Chair, III. Divan, IV. Buffet.

These models should be given by dictation from start to finish.

Since some of the objects of our teaching manual training are neatness and order and strengthening the valuable habit of attention, we can see at once that we shall fall far short of our aim if we give these lessons in any other way. The educational value of this kind of manual training cannot be overestimated. The inventive faculties are cultivated, the hand and the eye are trained to accuracy. Then what an interesting way to present number work in the first two grades! In fact, these models cannot be dictated without teaching relative position, magnitude, etc.

It will take a number of lessons to develop the most of these models, and all pieces or squares cut away should be saved, as they may be utilized in other models.

The light lines in the diagrams represent the folds, and the heavy lines cuts.

Model I — Dining-Table

Give each child an eight-inch square of paper, which should be placed on the desk, about one inch from the edge of the desk. Place scissors at the right, with the handles toward the child. Put the paste just above the scissors.

As many questions are asked concerning the paste and its use, I shall give my opinion right here. Many models are ruined from improper pasting. Too much paste will cause the paper to warp. I find the cleanest and the quickest way is to pass to each child a little paste on a small square of cardboard, the paste to be applied with the finger.

Everything is now in position. Point to the lower edge of your square. Point

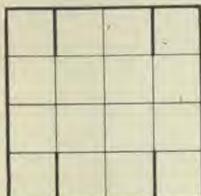


DIAGRAM I

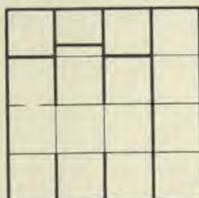


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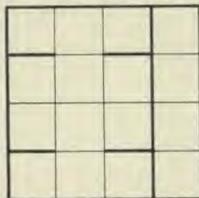


DIAGRAM III

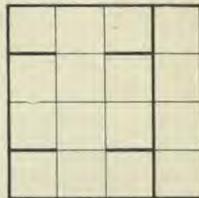


DIAGRAM IV A

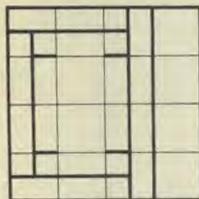


DIAGRAM IV B

to the upper edge. Right-hand edge. Left-hand edge. How many edges has your paper?

Point to the lower right corner. Lower left. Upper right. Upper left. How many corners have you found? Name

them. Give a short study on the square. (We cannot use the terms "front" and "back," on account of cutting.)

Fold lower edge to upper edge. Open your paper after each fold. What have you? — One horizontal line. Fold lower edge to horizontal line. What have you? — Parallel horizontal lines. Fold upper edge to center horizontal line. Fold right edge to left edge. Left to center vertical. Right edge to center vertical. How many rows of squares have you? How many squares in each row? Talk of vertical lines. Find horizontal lines in the room. Find vertical. Point to the lower end of the right-hand vertical line. You all have the right place. Hold your finger on that point until I dictate the cut. All ready! Cut on this line the length of one square. Scissors in position while we find the next point.

Find the lower end of the left-hand

vertical line. Cut on this line the length of one square. O, no! we cannot cut any more until the scissors are in position so we can find the right place to cut. Turn your paper so that the lower edge is the upper edge.

Dictate two cuts the same as before. One square in each corner we call a lap. You may fold in shape as a box. Open again. Put a very little paste on the end of the first finger of your right hand. All hold up this finger. No other finger is to touch the paste. Rub this paste on the lower right-hand lap, placing the lap on the inside of your box. Put the paste on quickly, but take time to hold the lap in place until it is firm.

Dictate for the remaining laps. What

shape is your box? How many squares long? How many squares wide? How many squares deep? What is a square?

Now we will cut for the legs of the table. Not too slender. Pinch the corners if it does not stand level.

Model II — Dining-Chair

Dictate folds the same as in Model I. Cut as shown in Diagram II. Cut legs to match those of the table.

Model III — Divan

Dictate the folding. Cut as shown in Diagram III. Use the four squares cut away, for the back and arms, and cut according to your taste. Cut legs same as for the table.

Model IV — Buffet

Fold and cut as in Diagram IV A, except that the legs should be short. Paste an extra piece in the bottom with the laps on the inside. Cut two small doors in the front. Use paper fasteners for the knobs on the doors.

Make a small box from Diagram IV B for the drawer. Use an extra piece for the top and sides. Use silver paper for the mirror. Cut a frame and paste over the mirror, which must be on a foundation piece, and paste to back of buffet. Fringe a piece of white cloth for a scarf.

Beginner's Reading Lesson Plan

BY KATHERINE B. HALE

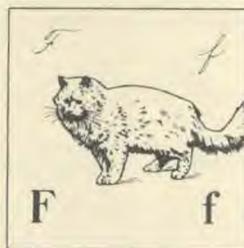
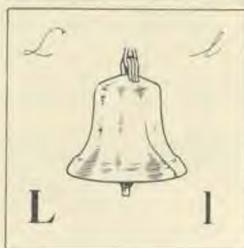
FROM the very beginning of the term, before there is a chance for pupils to form loose habits of enunciation, *preparation for phonetic reading* should be a definite part of the daily lesson plan for beginners, and should be practised daily. All sounds that can be indefinitely prolonged and consequently perceived easily in the blend drill, should be presented during the foundation period. Plan to present these in some rational order; that is, an order in which the easier precedes the harder. Take, for instance, the sound of the letter *m*. Thus: "God *made me*." We shall think of other words, children, beginning with this sound: *m-ama, m-ine, m-y, m-ail, m-ilk, m-ill, m-an, m-any, m-ust, etc.* The teacher will list these words upon the black-board as the children pronounce them. We study the list for a moment and see that in every case the words begin with the same letter. This letter *m* always stands for the same sound, the sound that the cow makes when she calls from the barn or pasture,—"*m-m-m*,"—and we place the symbol of the sound (the phonogram) upon a card with bossy's picture, so that

she may assist us in remembering the sound of this letter.

L and *l* are seen in such words as *l-ight, l-ove, l-et, l-ittle*, and we hear it in *l-etter, l-ady, l-amb, l-ily, etc.* The cracked bell helps us keep this sound where we can ring it up on a moment's notice.

F or *f* is used in *f-lower*, and we hear it in *f-eet, f-ood, f-ade, f-amily*, and many other familiar words. Look down; what do you see? — "*F-loor*." The kitty says "*F! f! f!*" when she is frightened. Here she is to help us remember the sound that always goes with this symbol. Thus we proceed. *W* or *w* speaks always with the whisper of the wind through the trees, and we hear it in such words as *w-ater, w-ait, w-ell, w-ade, w-e*. The playful dog says "*H! h! h!*" and we make some such list of words as the following: *h-eat, h-ear, h-ope, h-ead, h-er, h-ark*. (For suggestions upon other phonograms see pages 15, 16, and 17 of Book One, True Education Reader Series.)

Having practised upon the first phonogram presented, we leave it, but at different times through that first day we allow the children to tell us what the letter says. The children will always respond with the sound, *not*



the name. (Ignore all letter names during the first half-year.) The next day we present the next sound, and proceed to drill upon it in the same way. We never present a new phonogram until the old ones are well learned.

In addition to the phonogram presentation and daily drill, the teacher begins also from the very first with simple exercises in ear training. These ear-training exercises are very important, and should be included in the daily lesson plan. Such drill constitutes a definite preparation for the written blend, prepares the child for independent mastery of phonetic word lists, and consequently assists very much in phonetic reading. The teacher gives the phonetic words by their sounds only, not as wholes, uttering the successive sounds slowly and separately, thus: "f-old." The child should be able to pronounce the word promptly: "fold." "N-ail," says the teacher; "nail," says the child. "H-and-s," says the teacher; "hands," responds the child. If the child can *hear* the word as soon as he hears its separate sounds, he will have no difficulty in pronouncing his written blend when he shall have mastered all the phonograms required for reading his lesson blend upon the reader page.

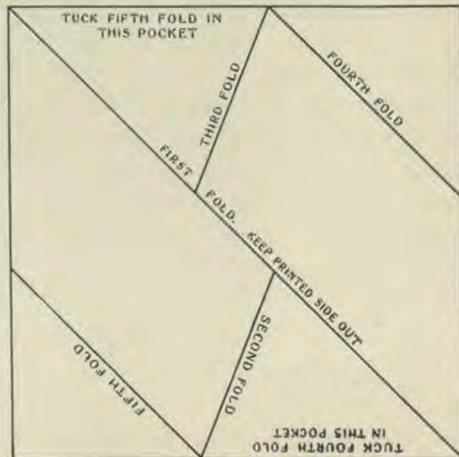
The action-reading device may be used in this ear-training exercise as follows: "F-old you-r h-and-s." The children respond by *doing* the thing asked of them. "S-it up s-tr-aight, and l-ook at m-e." They respond. A child may state what he heard. "Cl-o-se the d-oor." Some one promptly obeys.

"Sh-ow m-e you-r r-ight h-and." Can the children all hear what the teacher asks of them? They certainly can if they respond promptly. "All s-t-and," "R-un to m-e," are interesting commands. The teacher can think of many other similar phonetic action sentences.

See pages 46 and 56 of Reader One for list of words to be taught in ear-training exercises. Additional lists can be easily formed by combining the sight words appearing upon pages 46 and 56 with the review phonograms listed upon the same pages of the Reader, thus:—

r-ing	tree-s
d-ing	f-ee-l
D-on	d-ay
f-on-d	s-ay
d-in	s-now
d-in ner	too-l
who-m	l-ea-f
who-se	l-oa-f
you-r	f-ea-r
you-r-s	m-at
see-d	r-ai-n
see-d-s	n-ea-r
see-s	r-oa-r
grow-s	r-oll
wa ter-s	p-out

Make Your Own Drinking-Cup



Primary Bible Nature — No. 1

BY SARAH E. PECK

As the little child enters upon his first days of school, the Christian teacher recognizes in him a soul to be prepared for the heavenly kingdom, a sacred trust committed by his Creator and Redeemer. "Train this child for me, and a soul won shall be thy reward," are the terms of the teacher's contract with God. Personal and intimate acquaintance with the Source of truth and wisdom, an acquaintance that leads to a personal knowledge of the plan of salvation, is, then, the ultimate aim and constant inspiration of every effort of the true teacher.

Through the influence of the Christian home the child has already learned of his duty to obey; through his touch with the natural world, he has learned of the power and love of God; at the mother's knee he has learned to reverence the Sacred Word; at the family altar he has learned to appreciate and enjoy the blessings of worship. The teacher is to continue and supplement the work of the parent. The whole plant of education is to have its roots deep down in the Word and works of God. From these it must draw its life. Through the more formal work of the schoolroom, creation and revelation are still the child's lesson books, which the wise teacher will daily unfold to eager and expectant hearts.

In the study of this plan of salvation, a series of Bible and nature lessons has been arranged for each of the three primary years' study. Beginning with the work of Christ

as creator, the stories present to the child in panoramic view the wonderful work of each day of creation, at the close of which the heavens and earth in all their glory were finished, and man, the crowning work of God, placed here as the great king over all that was made. Then follow stories on the fall, the plan of redemption, the message of salvation through Old Testament characters and through the personal life of the Saviour, the Author and Finisher of the plan of salvation. The closing lessons continue the story of salvation, through the lives and labors of New Testament characters, the great Reformers who brought light out of the dark ages, the last message to the world, with stories of men of God who pioneered this work, and the final preparation of the world for the second coming of Christ, the destruction of this sinful earth, and the re-creation of a new earth free from sin. Thus the story of the plan of salvation is finished.

A Suggested Improvement

As year by year we have retold this most beautiful of all stories, some have felt that improvement might be made on the outline of lessons. To this end two things may be suggested for the consideration of the teachers who are working on the same outline; first, the balance of subject-matter; second, the total number of stories told.

Balance of Subject-Matter.—To give a proper viewpoint of this topic, let us consider the three natural divisions of the one hundred and fifty lesson topics planned in the year's outline. They are:

first, the work of creation week covered by sixty stories; second, sixty stories on the plan of salvation as given by the patriarchs and prophets of the Old Testament, and closing with the life and sacrifice of the Saviour; third, thirty stories on the plan of salvation as given by the apostles, the Reformers, the pioneers of the last message, and the final consummation of God's great plan in the second advent and the creation of a new heaven and a new earth. In other words, we give sixty studies to one chapter in the Bible and ninety to all that remain. Is this a just or wise balance of thought? However important may be the story of creation, is not God's work in our own day and the striking events that cluster around the finishing of this work of at least equal importance to us? If so, are we not justified in reducing the amount of time and effort given to the former and perhaps enlarging somewhat on the latter?

The Number of Stories.—One of the most valuable features of the Bible study is the telling back of the story by the child to the class and the teacher. Such a procedure is one of the best proofs of the child's correct understanding of the Bible facts and of his absorption of spiritual truth. It is, moreover, the teacher's best instructor; for from the child's free reproduction of the story, the teacher herself discovers which points she failed to make clear to the child's mind; she discovers also whether the real lesson to be conveyed or some side illustration finally left the deeper impression on the mind. Without such response on the part

of the child, the teacher may with blissful ignorance continue day after day talking over the heads of her pupils or utterly failing in causing to stand out in supreme relief the great and important lessons that should mold the life.

With such vital importance attached to this phase of the instruction, our outline must not be so full as to fail of providing opportunity for it. As a matter of fact, few of our schools provide for more than one hundred and sixty lessons a year. With our outline planning for nearly one hundred and fifty advance lessons, it is plain to see that the opportunity for response on the part of the child is extremely limited. Shall we not, then, plan differently? Cannot some of the subjects be simplified, going less into detail?

Simplify the Stories

It is not in harmony with psychological law that the child dwell on minutiae; his mind goes bounding and leaping from one high point to another, gathering mass views of character and object. His mind is not ready to be harnessed down to minute or scientific study. To satisfy the natural bent of the child thought, there must be activity and progress in the story development. To dwell on specific points is to feed inattention and indifference, the result of which will be disorder and defeat.

To illustrate, take the first section of the year's lessons, the work of creation week, the object of which is to open to the heart of the child the love of his Heavenly Father by showing him a picture of the beautiful home created for us

by God. In our present outline sixty stories are told in the presentation of this subject. As we take a general view of the plan, we are led to question whether fewer stories will not present before the child's imaginative mind the main features of this beautiful picture. A more detailed view is very likely, in the hands of most teachers, not only to take away the child's opportunity for individual response, but actually to dim the picture itself by a multiplicity of descrip-

tion. The real thing — our beautiful home — is almost lost sight of, and instead the child sees here a flower, there a leaf, a bud, a stem, a seed, a fish, or a bird.

In future articles we shall look at the outline more closely and suggest a plan by which this difficulty may possibly be avoided, but for the purpose of putting the teacher in touch with the revised outline at the beginning of the year's work, about three weeks' lesson plans are given herewith.

PRIMARY BIBLE LESSON OUTLINE

FIRST TERM

First Year

Second Year

Third Year

INTRODUCTORY

1. The one Father.

1. The Father's works and word. Ps. 96: 4, 5.

1. Jesus as a student of the works and Word of God. Ps. 20: 7.

CREATION IN THE BEGINNING. GEN. 1: 1, 2

2. The earth in the beginning and the Creator's plan.

2. Why and how created. Ps. 33: 6, 9.

2. Jesus as creator and upholder. John 1: 3.

ENTRANCE OF LIGHT

3. How and why created. Gen. 1: 3-5.

3. Natural and spiritual light. Ps. 119: 105.

3. The light and the eye. Ps. 94: 9.

4. Colors of light.

4. More about colors of light.

4. How colors are made.

5. Heat the companion of light.

5. Reflection of light. Matt. 5: 14.

5. The prism and its use. Gal. 5: 22, 23.

THE FIRMAMENT

6. The firmament and the clouds. Gen. 1: 6-8.

6. The work of the second day. Job 37: 16.

6. Air and its uses — ventilation. Eccl. 1: 6.

7. The air and the wind.

7. The lungs and the breath of life.

7. Air and the ear. Ps. 143: 1; Ps. 116: 1, 2.

THE WATER AND THE LAND. GEN. 1: 9, 10

8. The beauty and the gathering of the waters.

8. Uses and blessings of water.

8. The soil of the heart. John 4: 13, 14.

9. The purpose and beauty of the land.

9. Uses and blessings of land. Isa. 40: 12, 22.

9. The water of life.

THE PLANTS

10. How and why created. Gen. 1: 11-13.

10. How plants grow. Matt. 6: 28.

10. Plants as symbols. John 15: 5.

11. The plant — root, stems, buds, leaves.

11. Uses of roots, stems, buds, leaves.

11. Curious and beautiful plants.

12. The flowers.

12. Color and fragrance of flowers.

12. Vegetation of child's own home. Ps. 1: 1-3.

13. Fruits and seeds.

13. Seeds of fruits and flowers, and how they travel. Luke 8: 11.

13. Vegetation of different continents.

READING COURSE

Third Year

*Part I: Book, "Counsels to Teachers"*¹

The Essential Knowledge

1. WHAT is the true higher education? How is it secured? What does it do for the possessor?

2. What does the gaining of such an education mean? What message does it constitute?

3. What leads men to seek forbidden knowledge? What is the nature of such knowledge? What motives prompt the seeking of it? Show how such knowledge becomes an instrument of death.

4. What two things are indispensable to success in education? Without these, what is the effect upon the student?

5. What kind of education is higher, broader, and deeper than human knowledge?

6. What is to be the chief study in our schools? What are the reasons for this?

7. What else does a knowledge of the science of salvation bring?

Perils in Education.—1. Point out the perils in worldly education.

2. To what danger are Christian educators subject?

3. What makes true higher education of infinite value?

4. In what does all true educational work find its center? How should we not treat such a teacher?

5. How may the teacher obtain the higher preparation for his work?

6. How may we advance to higher excellence in education?

The First of Sciences

1. Compare the knowledge of true science with the knowledge Jesus came in person to impart.

2. How may the highest intellectual greatness be attained?

3. Note in detail what is implied in mastering the science of Christianity.

True Success in Education.—1. How is true success in education found?

2. What will lead students to turn from low aims and frivolous pleasures?

3. What must not be crushed out in them, but rather given direction?

4. How may we learn cooperation with Christ?

5. Show how the cross of Christ is to be the theme of the teacher's work.

6. What is the goal to be reached, and the passport to be secured?

The Teacher of Truth the Only Safe Educator

1. Make a comparison of the two classes of educators in the world.

2. Give the reason why Christ would cleanse the schools of today as he did the temple of old.

3. How have men prostituted their intellectual gifts?

4. In what way does Satan ply his deceptive arts in using such men?

5. Show how Satan has misrepresented God, and how alone the veil of darkness can be lifted.

A True Representation.—1. For what sole purpose did Jesus come to earth?

2. What might he have done in sciences, and why did he not do it? (See also pages 34, 35.)

3. What impression was made upon Moses when he got a glimpse of God's true character?

4. What is our only safe course?

5. What is the teacher's most essential qualification?

Unselfish Service the Law of Heaven

1. Draw a contrast between the law of Heaven and the law of Satan. (Pages 32, 33.)

2. What experimental knowledge are teachers and students to gain? (Pages 36-38.)

3. When only is knowledge a power for good?

Our Children and Youth Demand Our Care

1. Show why our children and youth demand our care.

2. What does God require of the church?

3. Why should a liberal education be provided?

¹Published by Pacific Press. Cloth, \$1; red limp leather, \$1.50.

4. For what educational results are we held responsible?

5. What objection is made by an indifferent church?

6. How may this objection be met?

7. For what reasons should a generous fund be raised for the advancement of educational work?

8. What is the highest class of education?

9. What is the educational responsibility of the church for the youth?

10. How should our college youth be treated?

11. How ought we to relate ourselves to Satan's purpose?

12. What is the teacher's responsibility? his opportunities?

*Part II: Book, "School Management and Methods"*¹

CHAPTER I

1. WHAT are the four "Better Educational Conditions" discussed in these chapters? What is the purpose of their discussion?

2. Give an illustration, either from your experience or from observation, how an ideal means progress.

3. Name some "Educational Influences" which the school utilizes. What should you add that is not suggested by the author?

4. For whom does the entire school exist? Show how one of the following may or may not exist for pupil improvement: course of study, schoolhouse, school appliances, teacher, school discipline.

5. What is the law of unity in school work?

6. Describe the evolution of our church-schools. Have their lines of progress ever been zigzag? What is your idea of their "golden age"?

7. What scriptures show that people who continually look backward retrograde? For what purpose should the past be kept in mind?

8. When Christ is recognized as the Master Teacher, what becomes of the "vital factor" in education?

9. How do higher teacher ideals lead to pupil improvement? how do better school helps? better school organization? educative school government? an up-to-date school program? better schoolhouses and school grounds?

10. How can you help a pupil to form

a high ideal? What ideal are we to reach? Note 1.

11. Answer the questions on page 53, paragraph 1.

CHAPTER II

1. How is the teacher a worker with God?

2. How is self-knowledge a key to acquaintance with the pupil? What is meant by the "springs of action" and the "laws of growth" of the pupil?

3. Why is it necessary for the teacher to have a knowledge of the child physically? intellectually? spiritually?

4. What teachers first led the way in real child study? Why did Jesus say, "Suffer the little children to come unto me"? Note 2.

5. Is the author's reference to the resemblance between the earliest race development and child development in harmony with the Divine Record? Note 3.

6. During this year associate yourself if possible with some child under two years of age, and observe its growth—physically, intellectually, and spiritually. How does it gain physical strength? How does it learn to do things? Note the results of its power to observe, on mental growth. How does it learn to distinguish between right and wrong? What is the best way to get it to choose the right?

7. What are the six stages of growth based upon age? What ages cover each period? What are their characteristics?

8. How can the teacher lead the pupil to form the best hygienic habits? What should the teacher do to prevent or to remedy defective vision? Hearing?

9. What is the relation of Child Study to Psychology? Name some schoolroom problems in which Child Study is fundamental. Show how in each case. How does Child Study compare with the science laboratory?

10. Answer the questions in paragraph 2, page 53.

CHAPTER III

1. Why is pupil improvement so dependent on teacher improvement?

2. Does the making of teaching a profession have any bearing upon the improvement of the teacher? What? Why?

3. Name five conditions essential to a teacher's improvement.

4. Why can a Christian teacher afford to work on a smaller salary than a worldly teacher? How does the teacher's salary affect his improvement? What op-

(Concluded on page 32)

¹ By Joseph Baldwin. Published by D. Appleton & Co., New York. Price, \$1.50.

HOME EDUCATION

Conducted by *Mrs. C. C. Lewis, Takoma Park, D. C.*

Begin Early

WE often hear parents express thoughts somewhat like this, "When Willie is older, I will teach him to be obedient," or, "When the children can understand, I will have them be more orderly."

Few parents realize how fatal is the mistake they are making. They forget that trite old saying, "As the twig is bent, the tree is inclined;" and that other statement equally true, "Early impressions are most lasting." It is a pity we are so slow to learn lessons from nature. We have all noticed the young plants set out in the spring when the wind is cold and chilly, how little they grow. They do not thrive. They seem stunted. Even though it is the time of year for them to grow, they are dwarfed, and it is doubtful that they ever rally and outgrow the effects of this chilly experience.

Human Plants

It is so with the human plants, our children. In an atmosphere of love and confidence they thrive as the young plants do in the warm sunshine. It is of the utmost importance that early in life, while they are yet very young, they be taught right habits. In the new book, "Counsels to Teachers and Parents," I find these words:—

Above all things, parents should surround their children with an atmosphere of cheerfulness, courtesy, and love. A home where love

dwells, and where it finds expression in looks, in words, in acts, is a place where angels delight to dwell. Parents, let the sunshine of love, cheer, and happy content enter your own hearts, and let its sweet influence pervade the home. Manifest a kindly, forbearing spirit, and encourage the same in your children, cultivating all those graces that will brighten the home life. The atmosphere thus created will be to the children what air and sunshine are to the vegetable world, promoting health and vigor of mind and body.

It is God's plan that parents should early restore his image in the susceptible hearts of their children. The child has, of course, inherited the tendencies of its parents and forefathers. It is therefore the work of parents to surround the child with an atmosphere of love and kindness, and lead it to feel that life is joyous and happy.

If a child is irritable and cross, it is evidence of some abnormal condition. Either the child is sick or has inherited an unhappy disposition; or, being well born, it has been treated so unwisely that its disposition is spoiled. The child that should have been happy and healthy is stunted and dwarfed, like the plants exposed to the chilly atmosphere.

When to Begin

The mother should begin with the tiny babe to train it to be happy. Greet the infant with a

smiling face as soon as it awakes. She should never let it see a frown or a cloud on her face. As the child grows in intelligence, it is helpful to make the activities of the day, such as bathing, dressing, and feeding, a game, in which the mother and child are the principal actors. Parents who look on the dark side of life, always seeing things through "blue" glasses, must not expect the little child who is taking them for an example, to be hopeful and sunny. It is easy to train a child in the habit of being happy.

"Give, O give to the heart of a child,

Laughter, dream times, and sun,
With gentle rains and breezes mild,
And fun, O mothers, fun!

"Bleak days will come when hearts are grown;

Dark days, with nights too long.
Give, O give to the bud unblown,
Laughter and dreams and song!"

From the earliest period of the child's existence, the wise mother will recognize her opportunity of training the little one in right habits. She must not think it will be easier later on. The habit of regularity in meals, bathing, and dressing, should be entered upon at once. This will aid greatly in the formation of other habits later.

The habit of obedience should be insisted upon. Let there be few commands. Requests are more effective, and more easily granted. There is something in human nature that resents commands, but it is a pleasure to grant requests. Parents should take advantage of this inborn instinct, and as often as possible request the child to do

certain things rather than command him to do them. But we must not forget that the Heavenly Father says to us: "Thou shalt" and "Thou shalt not." Commands have their place in child training.

It is in the early years that parents lose control of their children. If children are taught that the same relation exists between them and their earthly parents that exists between their parents and the Heavenly Father, it will have a wholesome effect upon their lives. God holds us accountable for the characters of our children until they come to the years of responsibility. If parents are conscientious themselves, it will greatly help the children to be obedient. Obedience is the corner-stone of a child's character. Having laid a good foundation by establishing implicit obedience, the other habits will develop easily.

The Children's School Clothes

DAME FASHION has become such a hard mistress that even the schoolchildren suffer from her oppression. Many mothers do not realize that there is a great moral principle involved in the dress question.

We are now at the beginning of the school year, and the matter of clothes is a live subject. So let us consider it under the following heads: The style, the quality, and the quantity of clothes for the schoolgirl.

The style should be simple, comfortable, and becoming. It is sad to see young girls, who should be the very personification of simplic-

ity and modesty, so attired that the physical form attracts the most attention. It is to be hoped the thin waist, the tight skirt, the gauze stockings, and the ridiculous and absurd styles of hair dressing will make a hasty exit, never to return. These styles have not only often been injurious to the physical health, but they are exceedingly dangerous to moral health, which is still more serious.

Mothers would do well to study the childhood of Queen Victoria, and see how carefully her wise mother guarded her little girl's habits and tastes. She would not permit her little daughter to attend church with the royalty, but took her to a place near the country home, that her taste might be kept simple. It is said that little Victoria wore a simple white muslin dress, and a white hat trimmed with a ribbon of blue. No doubt the influence of this wholesome early training did much toward making the future queen of England the model mother and ruler that she was.

It is of the utmost importance that mothers arouse to a sense of the duty that rests upon them in the matter of modest, suitable clothes for their daughters. If the mother is conscientious about her own clothes, and if she takes pains to get dainty, appropriate materials for the little child and makes its clothes simple and charming, the child's own taste will be so cultivated that as she grows older and is permitted to have a part in choosing her own clothes, she will not desire the objectionable styles.

Moral and Physical Danger

Innocent young girls are not supposed to realize the moral danger there is attached to low-necked dresses and gauze stockings, but parents do know, and they have themselves to blame if evil befalls their girls. We need some of the old-fashioned modesty. We have gone so crazy over fashions that often we do not realize we are dressing like women we should not want to be classed with.

Many girls do not confine this style of dress to the summer months, but even after the weather is cold and chilly the limbs and chest are unprotected, and another danger overtakes them. The blood becomes chilled in the extremities, the feet become cold, the local organs become congested, and soon the health is undermined. If the blood is not in the feet, you may be sure there is trouble ahead. Many a girl could trace the cause of her surgical operation to cold feet, and the cause of the cold feet to improper dressing.

The style should be simple and neat, and each garment should be so constructed as to give the utmost freedom to the body. Many teachers are handicapped in their efforts because the minds of the girls are so occupied with the question of clothes. Fathers are thrown into debt and consequent embarrassment because of extravagance in the dress of the family. Mothers are kept busy early and late. There is no time to read, ride, or enjoy the society of their children. All must be sacrificed on the altar of fashion. They forget that plain dressing, as well as plain

living, is essential to high thinking.

A modest dress and a quiet demeanor are indicative of a chaste character, and constitute a bulwark of safety to any girl.

Economy and Neatness

As to the quantity of clothes for a schoolgirl, there should be about two gingham dresses, one dimity or batiste, two white cotton ones, two or three wool or serge for winter, and one dainty dress for special evenings.

Economy forbids more dresses than are really needed for cleanliness and comfort; for schoolgirls are growing so fast they soon outgrow their clothes if they are not in frequent use.

It is right for young people to look neat and pretty. God has surrounded us with beautiful things, and he wants his children to cultivate a love for the beautiful.

"Better Than All the Preachers"

EXAMPLE is the best teacher. No matter how good our resolutions may be or how exalted are our desires, if these are not sustained by a "well-ordered life and a godly conversation," they will accomplish very little.

A loving little mother was laboring with her rollicking boy of fourteen, who had been guilty of some misdemeanor. He meant to be a good boy,—most boys do,—but he was so full of life and spirit that he often overstepped the bounds of propriety. In her sweet, quiet way she showed him his mistake, and without wounding his feelings led him to view matters as she did. Her success in reaching his heart is shown in the boy's own words.

Straightening up his manly figure, which was as tall as her own, and putting his arms around her, he said, "O mama, you are better than all the preachers!"

The Dress of High-School Girls

RECENTLY Prof. C. E. Rugh, of Berkeley, Cal., made a statement before the Congress of Mothers, held in that city, to the effect that there is a striking similarity between the dress of the high-school girl and the common street walker; and to test the accuracy of this statement and ascertain the feeling of representative women in regard to the matter, a leading Oakland paper instituted a series of interviews with women occupying prominent positions in various organizations devoted to women's work. The results were so interesting and suggestive that we summarize them here for the use of educators who desire to stem the tide of evil which threatens to overwhelm modesty in dress.

Dr. Caroline Cook Coffin, president of the Housewives' League, said: "The professor is absolutely right. The dress of the high-school girl is shocking, from her hatless head and lay-figure coiffure to her highly featured feet. And I think it is entirely the fault of the mothers. Why high-school girls should feel that they are exempt from wearing hat, gloves, and covering for their transparent bodice in the street, has no explanation except that their mothers are as foolish as they. Educate the mothers, and the identity of the high-school girl would not become a matter of conjecture."

Mrs. J. W. Plise, for many years a teacher in the public schools, thinks that "the dress of the high-school girl is abominable, and I think the reason is the example of the mothers. We are at the mercy of men who invent different styles for the sake of making more money. The teachers are frequently as undesirable examples as the mothers, and appear before the classes sheathed in clothes that would nullify any precept on the subject they might desire to teach. I hope, however, that a remedy may be the outcome of the custom of the high-school girl's making her own graduation gown according to a fashion that should be designed with meditation and prayer rather than from the plates of the fashion makers."

Mrs. L. M. Culver, member of the board of the San Francisco Center, was even more pronounced in her views, and more vigorous in their utterance. "When a high-school girl is in the cars," she asserted, "she is so noticeable that there is nothing else to notice. She paints and powders and wears dresses cut indecently low and drawn indecently tight, and I think it is entirely the fault of the mothers. A mother with common sense and the desire to create kindness and consideration in her daughter should not permit her to wear to school a gown that could not be worn by the girl in the most moderate circumstances; for it should be the effort of mothers and daughters never to excite envy or discontent in others. Girls at school should all meet on common ground, that there may be no unhappiness among them. Mothers should meet

all conditions by teaching their daughters modesty and dignity, and insisting upon their wearing clothes consistent with such virtues."

Dr. Mariana Bertola, local physician and president of the Vittoria Colonna Club, thinks that the fault is more with the fathers than the mothers. "Men know better than women," she remarked, "the criticisms that result from girls appearing upon the street in the garb the high-school girls have made familiar. They better understand the temptations to which such attire exposes them, and men should become a tower of strength in their families and exercise a man's authority over them."

Maidenhood

MAIDEN! with the meek brown
eyes,
In whose orbs a shadow lies,
Like the dusk in evening skies!

Thou whose locks outshine the sun,
Golden tresses wreathed in one,
As the braided streamlets run!

Standing with reluctant feet,
Where the brook and river meet,
Womanhood and childhood fleet!

— *Longfellow.*

How They Weaned the Baby

YES, it must be done. The baby must be weaned. He was a year old, strong and vigorous, and the mother needed the strength he was drawing from her. So it was decided to begin by withholding his midnight meal, which, according to the doctor, should have been dropped several months earlier. On the night following this decision the young gentleman awoke at the usual hour, demanded his ac-

customed beverage, and when it was not forthcoming, began such a vociferous yelling as made sleep impossible and waking almost unendurable.

At this juncture the father decided to take a hand in the fray, and arose to rock the child to sleep. But the youngster would have none of it; he only screamed the harder. Then the dignified sire shouldered his son like a sack of wheat, and jolted him up and down the room with fair results. Indeed, this was the only method tried which seemed to be of any avail whatever. Finally the child was asleep, or seemed to be; but when an attempt was made to place him on the bed, he was alert and as noisy as ever. Three times this process was repeated; and after the third failure, the father — if the truth must be told — became somewhat irritated. The "Old Adam sort of riz rite up in him," so to speak; he routed the younger children out of their bed, and directed them to get in with their mother, while he put the baby over at the back of their bed, barricaded the front with his own body, and settled down for a regular siege.

One of the children, desiring to help, came forward with some playthings. But the irate father contemptuously snorted, "Playthings! he wants something besides playthings!" Whereat the child crept disappointedly back to her mother's side. Then the father, relenting and inwardly blaming himself for being such a bear, said, more gently: "Well, bring them along then; he might as well have them as anything." So the playthings were brought — a tin cup

and a block. Would you believe it! the child took those playthings after two hours of incessant crying, and in less time than it takes to tell the story, was busily engaged in putting the block into the cup and taking it out again, laughing and crowing as if he had never known a moment of trouble. The situation was too absurd and comical to be soberly endured. While the father chuckled audibly to himself, the little girl was overheard to whisper to her mother, "Father was beaten that time, wasn't he?" And indeed he was.

The baby played for a few minutes, when his eyelids began to droop, and he fell over upon the pillow asleep. But he soon awoke again and began to cry. Again the playthings pacified him, and he lay down with one in each hand, to sleep till morning. The next night the father slept with him alone; and although he cried out a few times, he readily yielded and went to sleep. The third night the victory seemed complete, and no further trouble was experienced.

The rest was easy. Baby was still nursing three times a day, but the morning time was soon dropped, and he breakfasted with the family. A few days later the second nursing, at eleven o'clock, was discontinued, and a piece of bread was given in its place, his dinner coming with the family about one. The last hour of nursing, at four o'clock, was continued longer; but in about a month from the memorable night described above, that, too, was taken away, and the baby had been weaned without any trouble except upon that first night.

Home Schools

THE Home Department of CHRISTIAN EDUCATION is going to try very hard this new year to encourage the home-school idea. I am deeply impressed with the value of home training, and I am anxious to encourage every parent to improve to the utmost this God-given opportunity. Put out of your mind, once for all, the feeling of weakness and inefficiency. There is no good thing in any of us. Our wisdom is foolishness. But God is on the giving hand, and he has promised to be our wisdom. Watch these columns for suggestions, and write the department what you are doing.

Home a School

SOME one has said, "What a school is this—the life in the home!"

Chats With My Correspondents

MISS E. B. B., Lamar, Colorado.—I was so glad to hear from you once more. It has been a long time since I have heard anything from you, and I am very glad to renew our acquaintance, and I am glad, too, that you are a student in the Fireside Correspondence School. I hope that you may be able to take up your work again and finish your pedagogy. I am sure you will feel repaid for completing the work, and I think, too, it is so nice that you can teach your sister's children. If there is anything I can do to help you, I shall be very glad. In just a short time we will send you the new calendar, which will explain to you the courses and the work to be covered. It would seem to me that it would be well if you could take both the first and the second course; that is, the early education course and the first grade, inasmuch as you will have a child in each course. The rates of tuition, supplies, etc., will be found in the calendar. I am glad that your health is as good as it is, and hope that you will be able to continue your own work and that for the children.

Mrs. F. S. C., Carson City, Mich.—I was much interested in the account of your work with your children. I wish that more mothers could realize how easy it would be to teach the children as they work. We all have had to learn everything we know. Many seem to have the idea that we must lay aside all work, and sit down with books, in order to learn anything, forgetting that we learn our best lessons from the things about us. You will remember in the journal CHRISTIAN EDUCATION last year the letters from Mrs. A. Her work with her children was quite ideal. I never saw a mother who made the care of her little ones so easy and yet so fruitful of good results. She would teach her little girl a number lesson while combing her hair; for, as she made the curls, she would say: "One curl and one curl are two curls; and two curls and two curls are four curls," etc. Then she would teach her children good form by allowing the older one to play she was a lady calling; the girl would go to the door and rap, and her mother would receive her as graciously as if she were the minister's wife, and then they would visit and talk about things of real importance. Many people seem to have the idea that they must talk cheap talk to children in order to have them understand, forgetting that the child's mind will grow in proportion to the mental food that is given it. I am very much interested, Sister C., in this work for our parents, and any time that you feel like writing me a line giving me a bit of your experience, it will be much appreciated, and may be a help to some other mother.

Miss E. M., Springfield, Ill.—I was very much interested in the letter you sent me of Sister N. O.'s work with her little boy. Why, really, it almost seems like a fairy story, the work she is doing with the child. I shall take up correspondence with her, and learn more particulars of her work. We shall soon be able to send you a calendar speaking of our normal course, which may be of interest to you as you are acquainted with so many in your conference. You may know of mothers who would be benefited by this work, and we are hoping that through our educational superintendents we may reach the needy mothers in the conferences. I am very much interested in this work, Sister M., and any help that you can give us by way of names or suggestions will be gratefully received.

Christian Education

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Editors

WASHINGTON, D. C., SEPTEMBER, 1913

Subscription Price \$1.00 a Year
Single Copy, 10 cents

No subscriptions accepted for less than half-year

Published monthly by

REVIEW AND HERALD PUB. ASSN.,

WASHINGTON, D. C.

Entered as second-class matter, September 10, 1909, at the post-office at Washington, D. C., under the act of Congress of March 3, 1879.

Educational Council

THE proceedings of the educational council held at the General Conference have been printed as Educational Bulletin No. 10, selling for 5 cents.

Educational Bulletins

FOUR new bulletins have been issued during the summer. The first three of these are reprints of serials that appeared in this journal the past year; the fourth is new matter. These bulletins are being appreciated, as shown by the fact that just the other day we had to print a new edition of one to meet the demand. We can still supply all the numbers from 1 to 10, as well as the spelling booklets and the pioneer pictures, as seen in our list of department publications. Note that the entire set of bulletins costs only 53 cents. Quite a number are ordering them in sets.

American History

IN response to the earnest request of teachers, Prof. B. E. Huffman, of Emmanuel Missionary College, is printing his Outline and Notes on American History. Section I is entitled "The Foundation Principles of Our History." The outline of this section covers about two and one-half pages; the notes about twenty. The latter include such topics as: How to Study History; The Beginning of the Controversy; The Controversy Transferred to Earth; Principles of Government; and so on through the conflicts of God's people with earthly governments, in rapid and brief survey from

Egypt down to the Reformation, till "the earth helped the woman" through the discovery of America. Section II is "Period of American Discoveries and Exploration;" Section III, the "Period of American Colonization, or the Beginning of the American Nation;" and so on complete through Washington's administration, the latter being Section VIII, entitled "The National Period." From here on only the outline is given, as the notes are not yet completed. The printing is being done at the college, at the author's expense. The book will contain about 200 pages, and will sell for 50 or 60 cents. It is expected to be ready September 1. Orders should be sent to the author.

Reading Course

(Concluded from page 24)

opportunities are there for specialization in our school work? What is there "desirable" and "inviting" about church-school work that demands the enlistment of "the most gifted" teacher?

5. What cultural standard has our Educational Department adopted for the teachers of its various classes of schools? See Educational Bulletin No. 10.

6. Why is it right to require professional training of a teacher before admitting him to the desk?

7. How should the consecrated and the progressive spirit of a Christian teacher compare with those of a worldly teacher?

8. Answer the questions in paragraph 3, page 53.

Notes

1. Read the last paragraph on page 18 in "Education."

2. Jesus understands the human being in all its phases as no other person ever can, for he created us. He knows the needs, physical, intellectual, and spiritual, of every one, and the very best way of meeting those needs. He sees in each one the evil tendencies, the failings, the defects; but he also sees and feels the longings to overcome, the struggles after the higher life. And that trace of the image of God in which man was created, he best knows how to bring to perfection. He knows "what is in man." If we ever understand this greatest of all sciences, we must follow his example of coming into personal sympathetic touch with the inner lives of our pupils; we must ourselves drink daily at the well of salvation.

3. Read the second paragraph on page 20 in "Education."

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