

# CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Vol. V

October, 1913

No. 2

## CONTENTS

Frontispiece — The Open-Air School	
Vegetable Gardening in Our Schools . . . . .	35
Home-Made School Apparatus . . . . .	38
A Striking Parallel . . . . .	40
Editorials	
Always in Remembrance . . . . .	41
Is the College Exempt? . . . . .	42
Vegetable Gardening . . . . .	43
Making School Apparatus . . . . .	44
Twin Forces . . . . .	45
Junior Volunteer Society . . . . .	45
Our Home Department . . . . .	46
Is the College Making Good? . . . . .	47
The Normal	
Connecting the School With the Home . . . . .	49
Manual Training for the First Two Grades . . . . .	50
Primary Bible Nature — No. 2 . . . . .	51
Reading Course . . . . .	53
American Dissipation . . . . .	56
Home Education	
Early Training in Right Habits . . . . .	57
Guard the Little Things . . . . .	58
Our Question Corner . . . . .	58
School Credit for Home Industries . . . . .	59
Deal Tenderly With the Timid Child . . . . .	61
A Boy's Mother (Poem) . . . . .	62
Chats With My Correspondents . . . . .	62
Notes From the School Hygiene Congress . . . . .	63

Published Monthly By

**Review and Herald Publishing Association**  
Washington, D. C.

# EMMANUEL MISSIONARY COLLEGE The School of Opportunity

OUR AIM: "TO TRAIN FOR THE MASTER'S USE"



**E**ASILY reached by interurban from South Bend, Ind., Niles, and St. Joe, Mich. Beautifully located near to nature's heart.

**M**ORAL, mental, and physical training combined. Has a strong, united faculty, Christian ideals, high standard of scholarship, and thorough equipment. Gave \$15,000 worth of labor to students last year.

**C**OURSES OF STUDY include College Literary, College Scientific, Ministerial and Bible Workers, Preparatory Medical, Advanced and Elementary Normal, Music, Academic, Stenographic, Accounting. *The third angel's message demands trained workers.*

"Better to lengthen your preparation than to shorten your career." For further information address

**Emmanuel Missionary College :: Berrien Springs, Mich.**

## The General Conference Missionary Training-School



Opened September 17, 1913

A NEW EVANGELICAL MOVEMENT is the greatest need of our time. The definite call to work the cities, and to fill new openings in the foreign field, has created —

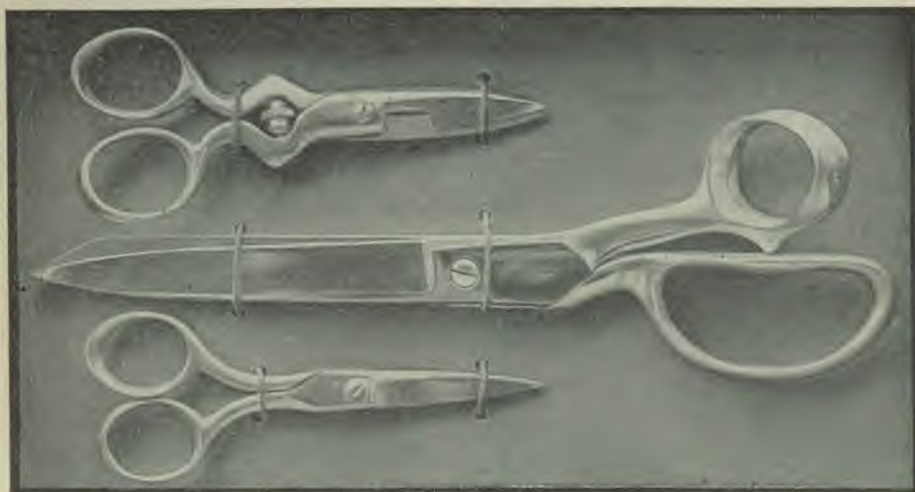
A NEW DEMAND for special training of ministers, Bible teachers for our schools, and Bible workers. To meet this demand, the Seminary has strengthened its —

MINISTERIAL COURSE, providing three years of work, with excellent library facilities. Courses provided also for Bible workers, canvassers and colporteurs, graduate missionary nurses, and cooking.

Address: President Washington Foreign Mission Seminary, Takoma Park, D. C.

# WHY SCISSORS?

Because they are needed *home and school* supplies



## THE EDUCATOR SHEAR SET

*Retail Price, \$2.00*

With one-term subscription for  
"Christian Education," - - - **\$1.60**

---

Neatly mounted on a card, securely packed in a one-set box, and sent by mail, post-paid. The set consists of —

One 8-inch "Lucky Grip" Bent Trimmer.

One 4 1-2 inch Embroidery Scissors.

One 4 1-2 inch Adjustable Buttonhole Scissors.

All good nickel finish and guaranteed quality. Each pair of shears is a specialty in its class. We have tested them, and know they are good. This set of shears is worth \$2.00 in any home, and nine homes out of ten need them.

---

*Send \$1.60 for "Christian Education" one term (10 months), and we will send you the set at once.*



Former class in horticulture at work in the Union College orchard, under the direction of Professor Smith.



Corner of the greenhouse at Union College, suggesting the work provided by Professor Smith which "the lady students may be called out of doors to do."

### THE OPEN-AIR SCHOOL

# CHRISTIAN EDUCATION

Vol. V

Washington, D. C., October, 1913

No. 2

## Vegetable Gardening in Our Schools

BY S. A. SMITH, OAK PARK ACADEMY

"VEGETABLE gardening, or al-  
ericulture, is the *art* and business  
of raising kitchen-garden vegeta-  
bles, and the applications of the vari-  
ous *sciences* therein."—*Bailey*.  
Students do not, as a rule, class  
vegetable gardening with the arts  
and sciences; nor do some teach-  
ers; they prefer placing it with the  
more simple occupations of life.  
But when an all-wise Creator saw  
in gardening an ideal occupation  
for man in his perfect state, in or-  
der to draw him to nature, and  
through nature to nature's God,  
how should we finite beings look  
upon a similar work in this day,  
when much that is called art and  
science tends to draw man away  
from God?

By following the history of man  
since the fall, we find that in many  
instances when God set apart those  
who chose to follow him, he gave  
them a part, at least, of the orig-  
inal occupation, as a life-work.  
Noah planted a vineyard; the pa-  
triarchs tended their flocks and  
herds; David was tending the  
flocks when called to the throne;  
the land of Canaan was divided  
among the people, and should they  
dispose of it at any time, when the  
year of jubilee came it was again  
restored to the original owner—  
a wise provision against the land-

lord system of today; Elisha was  
called from the plow to become a  
teacher of the prophets. God is  
calling for a similar work among  
his people today; for we read:—

Working the soil is one of the  
best kinds of employment, calling  
the muscles into action and resting  
the mind. Study in agricultural  
lines should be the A, B, and C of  
the education given in our schools.  
This is the very first work that  
should be entered upon. Our  
schools should not depend upon im-  
ported produce for grain and vege-  
tables, and the fruits so essential  
to health. Our youth need an edu-  
cation in felling trees and tilling  
the soil as well as in literary lines.  
Different teachers should be ap-  
pointed to oversee a number of  
students in their work, and should  
work with them.—*Vol. VI, page*  
*179.*

Land about the school is to be  
reserved as the school farm. It is  
to become a living parable to the  
students. The students are not to  
regard the school land as a com-  
mon thing, but are to look upon it  
as a lesson book open before them,  
which the Lord would have them  
study. Its lessons will impart  
knowledge in the culture of the  
soul.—*Id., page 181.*

Small fruits should be planted,  
and vegetables and flowers culti-  
vated, and this work the lady stu-  
dents may be called out of doors to  
do. Thus, while exercising brain,  
bone, and muscle, they will also be  
gaining a knowledge of practical

life. Culture on all these points will make our youth useful in carrying the truth to foreign countries. . . . Missionaries will be much more influential among the people if they are able to teach the inexperienced how to labor according to the best methods and to produce the best results. They will thus be able to demonstrate that missionaries can become industrial educators.— *Id.*, page 176.

Had the money which our larger schools have used in expensive buildings been invested in procuring land where students could receive a proper education, so large a number of students would not now be struggling under the weight of increasing debt, and the work of these institutions would be in a more prosperous condition. Had this course been followed, there would have been some grumbling from students, and many objections would have been raised by parents; but the students would have secured an all-round education, which would have prepared them, not only for practical work in various trades, but for a place on the Lord's farm in the earth made new.— *Id.*, page 177.

In the study of agriculture, let pupils be given not only theory, but practise. While they learn what science can teach in regard to the nature and preparation of the soil, the value of different crops, and the best methods of production, let them put their knowledge to use. Let teachers share the work with the students, and show what results can be achieved through skilful, intelligent effort.—“*Education*,” page 219.

In these quotations we see that vegetable gardening, as a branch of agriculture, should occupy a leading place among the industries of our schools,—not only a place among the industries, but among the arts and sciences of our schools; for nature study is the

foundation of all true art and science. From the instruction given above and elsewhere, we find many reasons why vegetable gardening should be emphasized in our schools:—

1. First of all, spiritual development comes from the spiritual lessons learned by contact with nature.

2. Mental development results from the study of the subject itself, and from the practical work, which encourages close observation and independent thought. “Rightly performed, it tends to develop that practical wisdom which we call common sense.” Herein lies an important point in the correlation of subjects. Problems for arithmetic, geometry, chemistry, physics, botany, etc., can be taken from the garden, and in this way these branches can be made more interesting and more practical. An education derived chiefly from books leads to superficial thinking. To illustrate: The following problem was given to a class including four undergraduates, in one of our advanced schools, and came back the next day unsolved: If a cubic foot of soil weighs 80 pounds, how many pounds would a team of horses move in plowing 1 acre of land 8 inches deep? Simple if found in an arithmetic. Many members of the same class found difficulty, and some failed, in measuring off a square rod or an acre of land.

3. The vegetable garden affords physical development as well. “Working the soil is one of the best kinds of employment, calling the muscles into action and resting the mind.”

4. The esthetic sensibilities of the student are developed by the work in the garden, for we read again: "That which the pupils seek to beautify they will be unwilling to have marred or defaced. A refined taste, a love of order, and a habit of caretaking will be encouraged; and the spirit of fellowship and cooperation developed will prove to the pupils a lifelong blessing."

5. The work in the garden also provides for the school table; and the student, as well as we, knows how much better the vegetables from our garden are than those from the store.

6. In addition to the excellent reasons given above, we find the promise that, if carried on properly, the gardening work will be the means of decreasing debt, both of the students and of the institution; and debt is no doubt one of the greatest hindrances to the advancement of our educational work. "Had all our schools encouraged work in agricultural lines, they would now have an altogether different showing. There would not be so great discouragements. Opposing influences would have been overcome; financial conditions would have changed."

No doubt we are all agreed as to the merits of gardening as an industry in our schools, but so many discouraging features arise that we drop the work. To avoid this result, we are given these warnings: "Because difficulties arise, we are not to drop the industries that have been taken hold of as branches of education." "It reveals cowardice to move so slowly and uncertainly in the labor line,

—that line which will give the very best kind of education."

No line of school work has been agitated, attempted, and met with failure so many times as has the industrial, especially the agricultural. If it has been made plain that we should have it in our schools, that it should be taught in both a practical and a theoretical way, that it will be a benefit to the student, spiritually, mentally, physically, and economically, that it will help our institutions financially, and then it has failed to do this, it must be because of some lack on our part. Again we read: "With proper, intelligent cultivation the earth will yield its treasures for the benefit of man." In many instances here has been the solution to the whole difficulty. Some one has wanted gardening started as an industry. The some one who wanted it, perhaps did not remember the requirement by which alone success could be obtained,—*proper, intelligent cultivation*.

After a lifetime spent in vegetable gardening, L. H. Bailey, of Cornell, gave the definition quoted at the head of this article, representing it as being the *art* and business of raising vegetables, and the application of various *sciences* thereto. As a rule, a man or woman does not become an artist or a teacher of art, in music, painting, or any other line, simply by the vote of the board or faculty, or by a decision in his own mind. Why, then, a garden artist? A successful gardener who had spent thirty-nine years in the business on the same piece of land, replied to the suggestion that he surely

must know about all there is to know about it, "I haven't started to learn yet." But still some one who has not learned the A, B, C's of gardening feels that he can make a success of it, and because he fails, the board or faculty decides that the school better try something else.

Why not look at agriculture, and industrial work as a whole, in a sensible way? When the call comes for teachers in other lines, we get the brightest men and women, and give them a training in our schools that will fit them

for that work. The same is done for medical men, nurses, ministers, etc. We do not vote that a certain young man from the farm yesterday should go into the ministry tomorrow. We give him a training, then expect results. When we use just plain common sense, and train gardeners, poultry men, etc., according to the standard given by the Lord, then we may hope to see results, and be able to fulfil the promise given. "With proper, intelligent cultivation, the earth will yield its treasures for the benefit of man."

## Home-Made School Apparatus

BY LYNN H. WOOD, UNION COLLEGE

THERE are many schools in the land teaching science subjects with a very meager equipment in the way of apparatus for the classroom and the laboratory. In this present age of the world no subject in science should be taught without at least a small but efficient supply of apparatus. There are a few references for teachers in most text-books concerning the making of apparatus, but usually small schools lack the library facilities necessary to get good from such references. One or two text-books do not contain enough suggestions to help much.

It is the purpose of this and subsequent articles to assist our teachers of science — especially in the smaller schools — to make the few dollars given them to equip their department go as far as possible, and at the same time construct apparatus that will be standard in every particular.

At different times recipes will be given,— such recipes as will be useful in making the demonstration work and laboratory work more efficient. All that is given will be thoroughly tested and developed beforehand, so they may be regarded as thoroughly reliable.

Each article will be illustrated with drawings, and all measurements will be accurately given. If the articles are not clear, or if any of the readers know of a more efficient method of making the apparatus, correspondence is solicited. If a teacher desires information concerning any kind of apparatus, any service possible will be gladly rendered.

The tools necessary to build the apparatus described in these articles are just the common ones found around almost any small carpenter shop. Fine apparatus can be made by any person having a complete equipment of tools, but



I feel certain that apparatus may easily be made that will do the work in just as efficient a manner and not cost so much. The apparatus described will be for use in physics, botany, physiology, physical geography, chemistry, and astronomy.

Let every one feel an interest in this work and pass on any good ideas he may have. If this is done, a long-felt want will be filled.

#### The Seconds Pendulum

Our science teachers in the smaller schools find themselves handicapped

many times every year because they have no seconds pendulum, which is expensive to buy. A good seconds pendulum is easy to make, and the designs for one are shown in the accompanying drawings.

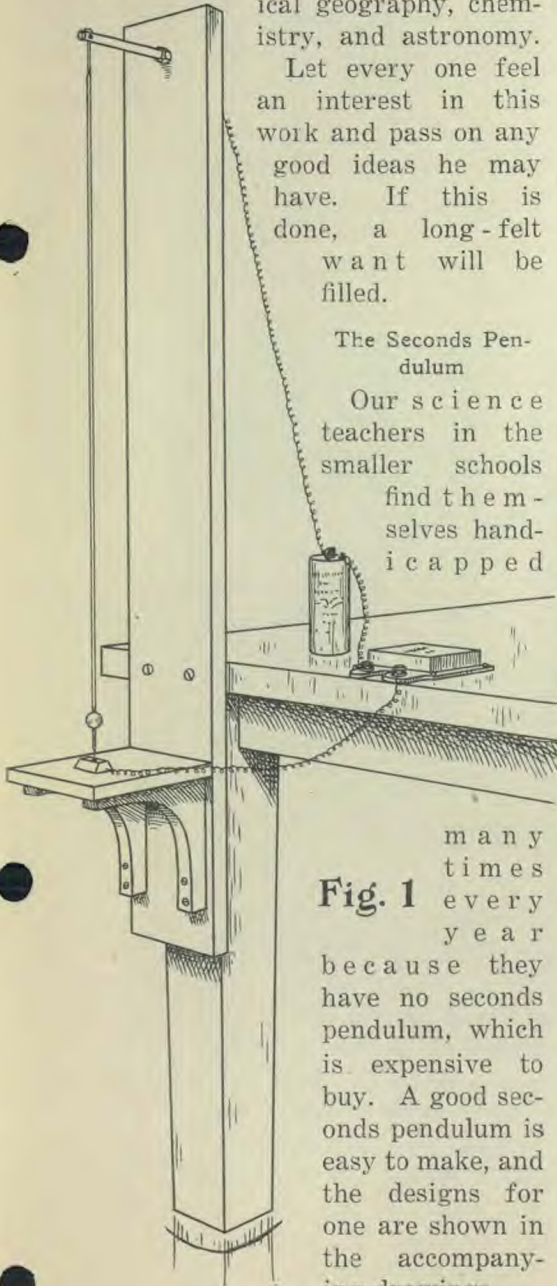


Fig. 1

Fig. 1 shows the apparatus fastened to a table ready for use. It may as easily be fastened to the wall, and thus not suffer from for-



Fig. 2

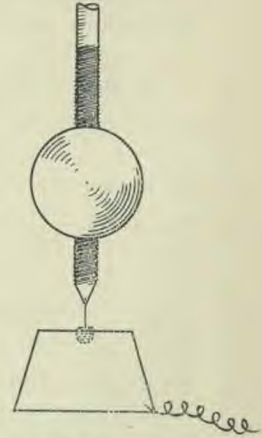


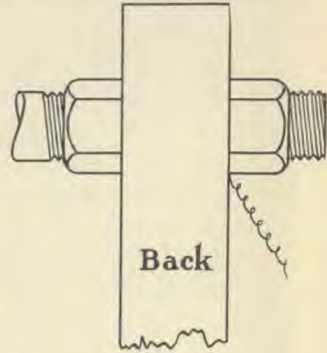
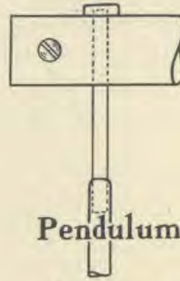
Fig. 3

ign vibrations. For the back, take a well-seasoned straight piece of wood about 15 cm. wide and 150 cm. long. Place a bracket near the bottom, as shown, to support the mercury contact cup. For the support of the pendulum, take a half-inch bolt and fasten it securely in the back by two nuts, as shown in Fig. 4. Take the hacksaw and slit the bolt back for three fourths of an inch to allow for the fastening of the watch-spring. Clamp the end with a screw or small machine bolt, as shown.

Purchase a pound of plumber's solder to use in making the ball, or weight. Make a cast of a rubber ball in plaster of Paris, greasing the ball first so the plaster will not adhere to it. Remove the ball, heat the solder, and pour it into the mold. In a few minutes it will be cool enough to work with. Bore a hole through it, as shown in Fig. 3, to receive the pendulum wire, which is but a piece of heavy gal-

vanized wire  $5/32$  of an inch in diameter. This wire should be 103 cm. long, soldered to the watch-spring (which may be obtained at any jeweler's) at the upper end, as shown in Fig. 4, and threaded at the lower end, as shown in Fig. 3. To thread this wire use a No. 8 machine die  $32$  threads to the inch. Purchase, if necessary, a tap and die of such measure, for they are used almost constantly in the laboratory. They are very inexpensive, and with their aid one can make screws and small bolts whenever needed.

For the mercury-cup take a piece of cast iron or brass and with a small drill — *not larger than  $1/8$  inch* — make a little trough to hold the mercury. Fasten one wire to this block, as shown in Fig. 3, being careful to make it firm.



Pendulum

Back

Fasten the other wire to the top bolt, as shown in Fig. 4.

Fig. 2 shows a diagram of the electrical set up, P being the pen-

Fig. 4

dulum, B the battery, and S the sounder. Solder a fine wire on the end of the pendulum so that it will just touch the mercury as the pendulum swings.

Set up the apparatus as shown in Fig. 1. Time the pendulum as it swings, by a watch. If it is too slow, screw the ball up on the rod; if too fast, screw it down. The longer the pendulum is timed, the more accurate it will become.

## A Striking Parallel

IN New York the work of the schools teaching agriculture is laid out in a syllabus prepared by the education department at Albany. It plans enough work to occupy *one fourth to one third of the student's whole time* during a four years' course in high school. Provision is made for academic credit for work done at home under the supervision of the department of agriculture.—*Rural Educator.*

If *one third of the time now occupied in the study of books, using the mental machinery, were occupied in learning lessons in regard to the right use of one's own physical powers, it would be much more after the Lord's order, and would elevate the labor question, placing it where idleness would be regarded as a departure from the word and plans of God.*—*Mrs. E. G. White.*

# EDITORIALS

## Always in Remembrance

OUR only apology for giving so much attention to the more practical side of school life this month is best expressed in the last will and testament, so to speak, of the apostle Peter: "I will not be negligent to put you always in remembrance of these things, though ye know them, and be established in the present truth." Those words, "though ye know them," are very suggestive. They express exactly our attitude of mind toward you, dear reader,—teacher, parent, responsible educator,—as we venture to set down here a few things to "stir up your sincere minds by way of remembrance." We know that you know these things. What things?—

That "while attending school the youth should have an opportunity for learning the use of tools."

That "students should also be trained to manage all the different kinds of work connected with printing."

That "small fruits should be planted, and vegetables and flowers cultivated."

That "this work the lady students may be called out of doors to do."

That "culture on all these points will make our youth useful in carrying the truth to foreign countries."

That "students in the industrial departments, whether they are employed in domestic work, in cultivating the ground, or in other

ways, should have time and opportunity given them to tell the practical, spiritual lessons they have learned in connection with the work."

That "the instruction which the Lord has been pleased to give has been taken hold of so feebly that obstacles have not been overcome."

That "it reveals cowardice to move so slowly in the labor line,—that line which will give the very best kind of education."

That this work is to be done "under the guidance of experienced workmen," "under competent leaders," with "wise, energetic men to act as superintendents of the several industrial enterprises, men who will use their undivided talent in teaching the students how to work."

That "working the soil is one of the best kinds of employment."

That "this is the very first work that should be entered upon."

That "different teachers should be appointed to oversee a number of students in their work, and should work with them."

That "some do not appreciate the value of agricultural work."

That "these should not plan for our schools, for they will hold everything from advancing in right lines."

Again we say to our readers: We know that you know these things. We know that your minds are sincere. Our only motive here is to stir up your sincere minds by way of remembrance. But we know more than this. We know

that students have had to leave school because they could not stand the nervous strain of continual study. We know that others have reached commencement day with the glow of health departed from their cheeks, and have had to go home to the farm, or to some health resort, to recover from the effects of school life. We know that others have left school so bookish in training and taste that they are of little force in practical life. We know that in some places industrial work has been minimized even to the extent of allowing students to pay for their domestic work. We know that where systematic physical labor out of doors is neglected, the work of discipline is doubled or trebled. We know that in one large school where manumetal work has been faithfully attended to, the work of discipline has been practically nil; that in another large school which is upholding the industrial standard the president did not have a single case of discipline come into his office for three full months. We know, too, that here and there a teacher of high efficiency has had his health seriously impaired by too constant mental application and too close confinement indoors. We know that "much depends upon laying our plans according to the word of the Lord, and with persevering energy carrying them out." We know it is one thing to be established in the doctrines of present truth, and another to live up to all its privileges and benefits. Therefore, we shall not be negligent to put you always in remembrance of these things. H.

### Is the College Exempt?

SOME have felt that the instruction given us on manual labor does not apply to the college, but to the elementary and secondary schools only, particularly to the latter. We admit that it does apply very particularly to the secondary and the elementary school, but we are convinced that it applies no less particularly to the college. What does this instruction itself say?

"Had the money which our *larger schools* have used in expensive buildings been invested in procuring land where students could receive proper education," etc.

"Had *all our schools* encouraged work in agricultural lines," etc.

"Our schools should not depend upon imported produce," etc. How many of them?

Speaking of school homes, "It is of great importance in the work of character building that students who attend our colleges be taught to take up the work that is appointed them. . . . Books should be laid aside till their proper season, and no more study should be taken than can be attended to without neglecting household duties. The study of books is not to engross the mind to the neglect of home duties."

Speaking of Battle Creek College, "It would be well could there be connected with our college, land for cultivation, and also workshops, under the charge of men competent to instruct the students."

These expressions can hardly leave us in any doubt that the intent of our instruction, from the beginning of our educational ef-

fort down to now, is to include the college when the value of domestic, mechanical, and agricultural labor as a part of true education is emphasized. Who is to educate teachers and principals for our lower schools, if not the college? How can these prospective workers be convinced of the educational value of daily manual labor, unless it has been blended into their own preparation? How can they bring it into their own teaching successfully unless they have been taught that way themselves? What can so inspire them with interest and enthusiasm in this phase of the work as a model farm and model industries continually before them as object-lessons during the period of their own education? How can I teach a boy to hoe strawberries, or bud trees, or make a broom or a table skilfully, if I have not learned skill by my own study and practise?

Is any one so unreasoning as to say that when he enters college at eighteen, he can disregard with impunity the physical need of outdoor life and labor which he found it necessary to observe in the academy and the church-school? Or does he, forsooth, think that athletic sports and social pastimes may take its place?

The mission fields are calling more and more for college-trained men and women. How are these to demonstrate that missionaries can become industrial educators, if they have had no industrial education themselves, such as a well-equipped college can give?

How are we going to conserve the usefulness of our devoted col-

lege professors, if we do not turn them out of doors—for a few hours every day?

How are we going to raise the standard of productive labor in the homes of the people, unless our colleges send back to them young men and women with advanced ideas and skill in practical lines?

Without controversy, we cannot answer these questions by exempting the college from providing adequate instruction and training in soil culture, and in domestic and mechanical arts.

H.

### Vegetable Gardening

THE scope of agriculture, with its various distinct lines, is so broad that it seemed best to confine the series of articles begun by Professor Smith in this number, to the single subject of vegetable gardening. While "the industrial instruction should include . . . everything that is comprehended in farming," there is no feature of it, perhaps, that is more independent of climatic, seasonal, and soil conditions the country over than the producing of vegetables. On the other hand, no phase of agriculture has a more prosy, unromantic sound than that of "raising vegetables." But in this work, as in all the other common pursuits of life, as they are usually thought of, is the opportunity of the school to dignify, in the eyes of young people, a kind of labor too generally regarded as drudgery, and elevate it to the rank of respectful science and fascinating art. The economic results of well-conducted vegetable culture are alone a sufficient justification for giving it proper atten-

tion in the school curriculum. But its educative value is still greater. It cultivates continually the sturdier elements in character building,—determination, patience, vigilance, painstaking, thoroughness, judgment, promptness. Besides this the student is dealing continually with the forces of nature, potential and kinetic. Nowhere is there greater room for the exercise of individuality, greater opportunity to emphasize the gospel principle that “as a man sows, so shall he also reap,” than in the tilling of the soil. “The same God who guides the planets works in the fruit orchard and in the vegetable garden.” If God works there, surely no teacher or student can rightly feel that it is a letting down if he works there, too. “When the students employ their time and strength in agricultural work, in heaven it is said of them, Ye ‘are laborers together with God.’” To make it apparent to a student that in the garden he is a coworker with God, the teacher must appreciate that fact, and make the work so intelligent in every aspect, from soil potentialities and responses to the laws and phenomena of plant life, that it will appeal to the student as really all it is represented to be.

H.

#### **Making School Apparatus**

To those who are interested or ought to become interested in the making of apparatus for the schoolroom, we commend a careful reading of the articles by Professor Wood, beginning in this issue. There is an economic side to this work that is worth the time and effort required to produce the

articles described. From fifty to one hundred per cent money expenditure can often be saved, without loss of efficiency in the product, and money is usually harder to get than time and willing hands. But the educational value of doing practical work of this kind in the school is worth still more than the economic. School work is of a nature that tends to become theoretical. The devising and making of serviceable apparatus is an object-lesson to students that education, even the school kind, includes learning to use the hands skilfully—not to beat the air, but to beat the market prices for practical necessities. They see that the teacher can use his hands as well as his brain; that he is not a theorist, but a practitioner, that he is not a bookworm, but a workgerm, and a contagious one to susceptible youth. The spirit of such work is catching, and should pervade the school,—pervade it to such an extent that much more liberal provision will be made for hand labor and hand culture than is found in most of our schools. Those of us boys who had to make our own book-shelves, and botany press, and bootjacks while in school, got an experience out of it, if we did have to bother the janitor for a few rude tools to do it with. Our girl schoolmates could tell of like meager facilities for making things in their line. How cruel it is to allow our boys and girls to grow up as ignorant of handicraft as some of us are! We know some degree-bearing professors who can scarcely saw wood without getting the saw fast, to say nothing of setting or filing the saw, or doing

anything like cabinet work. We are glad to welcome into the ranks of Seventh-day Adventist college professors a B. S. in Architecture, and congratulate Union College on her opportunity to stimulate hand culture through her Wood-worker, and congratulate ourselves on the privilege of infecting the teaching fraternity with a few of these workgerms.

H.

### Twin Forces

WITHOUT its being planned so, there came in this month two articles bearing on the same question. As they are actuated by the same spirit, and as there is very little overlapping in content, we print them both. One is "Connecting the School With the Home," in the Normal department, written from the viewpoint of the school; the other is "School Credit for Home Industries," in the Home Education department, written from the viewpoint of the home. On the main line of the Southern Pacific running east from Los Angeles, we have many times observed a train-load of oranges going up a grade with one heavy mountain locomotive pulling in front, and another one pushing behind, both with steam up to two hundred pounds. The last time we crossed the Atlantic, we had the privilege of going down into the nether region of the steamer and seeing the great steel shafts to the twin-screw propellers driving the monster craft toward our desired haven. There is moving power also in educational ideals. With the twin forces of the school pulling and the home pushing, why should not something

move toward the desired destination of blending the interests of the home and the school into one common problem, into one happy solution of the educational conundrum? When an orange train is extra heavy, they put a third locomotive in the middle. This journal hopes to be the additional factor in making up a trinity of forces to help draw the load over hard places. Give the theme of these two articles careful study; and send us bits of experience on school and home cooperation.

H.

### Junior Volunteer Society

AS far as we can learn, only part of our church-schools adopted the plan recommended by the Educational and Missionary Volunteer Departments and printed in this journal in its issue of November, 1912, and briefly noticed last month. Those who tried the plan were pleased with it, though arrangements for it were somewhat imperfect, and not very well understood. We hope the plan will be universally adopted this year. The Missionary Volunteer Department has prepared a series of "Junior Society Lesson Helps" in the form of programs, each including a Bible talk and a story for the weekly meeting. The first of these were sent out to the local conference Volunteer secretaries early in September, and the rest will follow during the year. It is gratifying to see the missionary work of our elementary schools thus placed on a basis of system and uniformity, and we may hope for some excellent results, as well

as some interesting reports at our convention in 1914. We give the first lesson here as a sample: —

### LESSON I

(For week ending September 20)

Children's hymn.

Read Romans 12, responsively, the leader and children alternating verse by verse. Commence with verse 10.

Hymn.

Prayer. A short prayer by leader, followed by sentence prayers by the children, and closing with the Lord's Prayer.

Reports of work done.

Repeat together the memory text given out last week.

Tell a story of some mountain of the Bible, and let the children name some facts concerning it.

Bible talk.

Reading of "Pollie's Sacrifice." (It would be better talked.)

Song that is well known. (Let the children choose it.)

Repeat together the MIZPAH BENEDICTION: "The Lord watch between me and thee, when we are absent one from another." Gen. 31: 49.

Then follows "Note to Leader," "Bible Talk" (directions and "Outline Talk"), and the story of "Pollie's Sacrifice" in full. The topics for the next four lessons, prepared on the same general plan, are: "Clean Hands" (with black-board illustration), "Truthfulness" (with poem), "An Hour With Our Mission Work" (with poem), "Obedience." Let us know how the plan is working.

H.

### Our Home Department

WE hope that none of our readers have gained the impression that our department of Home Education is intended only for mothers with a little circle of sprouting

and budding olive plants about their tables. Our article last month on "How They Weaned the Baby" might seem to suggest this, but if our teachers who have babies, and our teachers who have not, will read that article, we believe they will agree with us that the father was as much in school and under discipline as was the budding young gentleman who did not propose to lose his midnight lunch; and more than that, that the father learned as valuable and lasting a principle in pedagogy that night as he ever learned in what we call school; and more than that still, the principle of pedagogy he did learn — diversion and direction — is of just as much value in dealing with mature as with infantile minds. It would do every grown-up good — even bachelors and spinsters — to read the article on "The Dress of High-School Girls" last month, and those on "School Credit for Home Industries," "Early Training in Right Habits," and "Deal Tenderly With the Timid Child," this month. The conductor of that department is looking through the perspective of all but a lifetime to draw out for us things new and old that are a benefit to young and old alike. A reading of these articles, we believe, would bring the feeling that it is worth while to watch this department of the journal for good things, and to do something positive by way of getting this reading-matter into the homes of the people who need it, and who are looking for help of this kind. H.



## Is the College Making Good?

IN the *Outlook* of August 16 an article appeared with the heading above, contributed by Mr. Edward Bok, editor of the *Ladies' Home Journal*.

In 1912 letters were sent out to graduates of six leading women's colleges. The letter asked the graduate to say what, in her opinion, the college had done for her physically, socially, and intellectually. About 100 replies were received, and in order to determine whether these letters would stand a simple test for composition, grammar, spelling, punctuation, and more particularly to examine the thought and quality of English, the letters were turned over to an English teacher of long experience in a city high school, who read them carefully and graded them as if they had been sent in as exercises by her own pupils. The passing mark was to be the high-school standard, 70%. The *Outlook* publishes the result:—

From 90 to 100 . . . . .	3 letters
From 80 to 90 . . . . .	17 letters
From 70 to 80 . . . . .	45 letters
Below 70 . . . . .	35 letters

No letter was absolutely correct. More than one third of the entire 100 failed to reach the passing mark of 70. The chief trouble was the spelling. There were over 60 mistakes in 35 letters; not in the spelling of abstruse or technical words, but of those in common use.

The commonest errors were: *advise* (noun), *apalling*, *ballanced*, *dont*, *enumerate*, *equippment*, *inefficient*, *immeasureable*, *loveable*, *madame* (for *madam*), *manyfold*,

*marraige*, *perserverance*, *principle* (adjective), *publically*, *resevoir*, *taudry*, *unregretable*.

The examination showed that the punctuation was practically thrown to the winds; and as for the penmanship, the writer says, "It was an amazing reflection that women's colleges would permit such habits of crude and illegible handwriting to go on without apparently any attempt to improve."

Some of the signatures were so illegible that the letters were given to four persons to look independently at the entire 100. Of these, 13 names were read in 2 ways; 8 in 3; 3 in 4, 1 of these with the possibility of a fifth interpretation.

The grammar used in these letters was said to be "astonishing," and quotations were given which verify the assertion.

In 1913 letters were sent out to graduates of five leading men's colleges; the universities of Harvard, Yale, Princeton, Wisconsin, and California were selected. There were 1,875 graduates, and a letter was sent to each one asking him to give his opinion as to whether or not the college had benefited him. At the end of sixty days, 449 replies had been received; 1,426 students did not see fit to answer. The contention of the editor of the *Ladies' Home Journal* is that the element of courtesy in the business training of the modern college is very much wanting.

The 449 letters received were, like the letters received from the girl graduates, turned over to a high-school authority, who was

asked to grade and mark them according to high-school standards. The following is the result: —

From 90 to 100 ..... 45 letters  
 From 80 to 90 ..... 146 letters  
 From 70 to 80 ..... 199 letters  
 Below 70 ..... 59 letters

Errors in spelling from the various colleges are interesting, as illustrated by the following: *indespensible, pleasentest, acception, opinion, nessery, tendancies, wellfare, atheletics, resistence, mingling, moraly, affaires, compulsorey, dissappointment, batchelor, criticisors, disloyalty, mentaly, nineth, lead (led), wounderful, incompetant, livelyhood, consentration, preperation, apperance, fundimental, enterpret, emminent, privilege, utterences, criticism, feasible, exaggerated.*

Of course, the investigations were limited in scope and character, and the grading was done by one or two individuals. Nevertheless, "Straws show sometimes the way the wind blows." American students are undoubtedly deficient

in English. This is quite well recognized in English countries other than the United States; and however well a student may be educated, if he is deficient in the English language, his training is surely underrated as he goes abroad.

To be able to read and write and spell correctly is of more importance to the college student than any advanced training he may receive in college. The knowledge of the common branches often more largely measures the possibilities of the student than advanced subjects which, while exceedingly helpful and very necessary in the discipline of the mind, do not come so largely into practical use in the service of life.

The object of true education is to prepare children and youth for the work of life; and the surer the foundation, the more careful the training in the elementary subjects, the better is the preparation for the college training when it comes, and the work of life as it follows on. S.

### SOME CLUBBING OFFERS

	Regular	Club
Christian Education .....	\$1.00	\$1.75
Primary Education .....	1.25	
Christian Education .....	1.00	1.75
Popular Education .....	1.25	
Christian Education .....	1.00	1.10
Current Events (weekly) .....	.40	
Christian Education .....	1.00	1.45
Child-Welfare Magazine .....	1.00	
Christian Education .....	1.00	1.25
The Pathfinder .....	1.00	
Christian Education .....	1.00	1.60
Primary Plans .....	1.25	
Christian Education .....	1.00	1.60
Normal Instructor .....	1.25	

N. B. Send the full amount of the club rate for papers specified to the Review and Herald Publishing Association, through the Conference Tract Society, and the complete subscription will be filled. Additional offers may be made later.

# THE NORMAL

## Connecting the School With the Home

BY GRACE O'NEIL ROBISON

THE school should ever cooperate with and help the home, just as the home should cooperate with and help the school. Just as children should be taught correct habits of study, and form habits regulating their mental work in school, so should they also be taught to establish habits of performing their household duties systematically and regularly.

It is easy to understand how the teacher may supervise the work of the children in mental pursuits, and thus help to fix right habits; but all do not realize that the teacher's sphere of influence may extend even to the home — that where it is not possible to carry on definite lines of industrial work at school by doing actual things, the teacher may take into account and recognize the work done in the home.

It has been demonstrated that the school can greatly increase the child's interest in home industrial work by taking cognizance of it at school. It is easy to stir up the enthusiasm of a child over the performance of the simplest duties. The thing you talk of at school in an interested way, and in which you as a teacher show your own enthusiasm, will meet a ready response in the children, and they, too, will want to do that thing. It is true of sewing, gardening, cooking, and whatever comes within the range of the child's activities.

Many of the children who come to us in the church-school know absolutely nothing about home duties,

and many do not care to know. A father once said to me, "I cannot tell you what joy it is to me to see Clara interested in home duties. She has grown up without an interest in these things because they have never been taught her. My wife thought it was more trouble to show her than to do things herself. Now she comes home from school and wants to get supper for the family. I want to express my appreciation of what this work in the school has done for the home."

Some children are faithful home workers and are being taught in a systematic way. Now when it is impossible to teach these things in the school, why can we not give credit in manual training for the work done at home? This will arouse the interest and be an incentive to those who are now carrying no responsibilities in the home, and it will augment the interest and increase the dignity of work on the part of those who are.

Let the parent supplement the instruction given at school, and supervise the work done. The girl who has never made bread in her life will begin to master that very important art, and will be interested in bringing a sample to school as a proof of her newly acquired power. Other articles of food may be dealt with in the same way; fruit may be canned and jelly made. Sometime a dinner may be served to the school, consisting entirely of foods prepared and cooked by the girls at home.

The boys also may have a part in the home cooking as well as in gardening and other kinds of work. Why not encourage the boys to make hotbeds and produce the very earliest plants of the season? Let there be worked up a demand for the tomato and cabbage plants grown by the church-school boys at home. This will also give them a source of income to increase your school missionary or library fund.

Now any teacher with absolutely no equipment at school may carry

on this work. Though you are carrying industrial lines at school, even then I think the home work should be taken into consideration; for there it may often be done under still more favorable circumstances than at school. Then it does not tend to make school work one thing and home work another. It naturally increases the interest of the child in home duties, and binds together the work of home and school. (See page 59.)

(Concluded next month)

## Manual Training for the First Two Grades

BY ALICE OWEN RITTENHOUSE

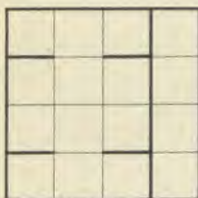


DIAGRAM V

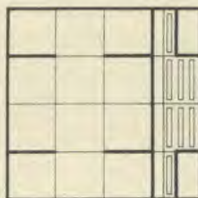


DIAGRAM VI

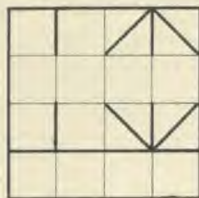


DIAGRAM VII

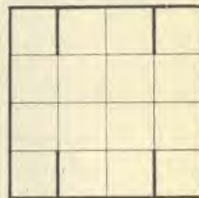


DIAGRAM VIII

THE next eight models are for the parlor set.

### Model V — Parlor Table

Cut from Diagram V. Cut an extra piece for book-shelf, to be pasted under the table. Cut legs same as in Model III.

### Model VI — Seat

Fold and cut from Diagram VI. Cut legs and use piece cut away for back and arms. This is the same as model, except that the back and arms are cut horizontally.

### Model VII — Armchair

Diagram VII. There is a little trick in putting this chair together. The seat is folded back and is *double*. Cut legs and openings in the back and arms.

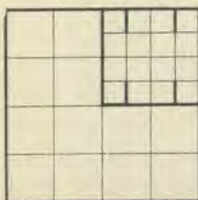


DIAGRAM XII



DIAGRAM IX

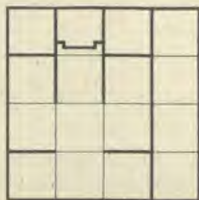


DIAGRAM X

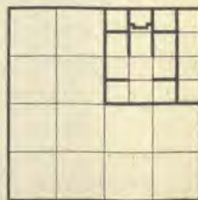


DIAGRAM XI

### Model VIII — Bookcase

Diagram VIII. The foundation is the square box. Use pieces for shelves and back.

### Model IX — Stool

Diagram IX. Cut legs the same as for the table.

### Model X — Tabourette

Diagram X. Cut legs tabourette style.

### Model XI — Rocking-Chair

Diagram XI. Cut the rockers on the legs.

### Model XII — Child's Rocker

Diagram XII. Same as Model XI. The next four models are for the bedroom.

# Primary Bible Nature—No. 2

BY SARAH E. PECK

THIS outline continues from September, and completes the first term.

First Year	Second Year	Third Year
SUN, MOON, AND STARS. GEN. 1: 14-19		
14. Creation and use of lights—days, years, seasons.	14. Light and heat givers. Ps. 8: 3.	14. The blessings of sunlight. Mal. 4: 2 (first part).
15. Something about the sun.	15. More about the sun.	15. Artificial lights.
16. Something about the moon.	16. More about the moon.	16. Heavenly bodies for signs. Matt. 24: 29.
17. Something about the stars.	17. More about the stars. Isa. 40: 26.	17. Our solar system. Ps. 148: 3.
WATER ANIMALS. GEN. 1: 20-23		
18. Variety—how and why created.	18. How water animals move and breathe. Ps. 104: 24, 25.	18. Fishes and their eggs. Ps. 107: 23, 24.
19. The minnow.	19. The whale.	19. The sponge.
20. The frog.	20. The starfish.	20. The island builders.
21. The snail.	21. The toad.	21. A common fish.
AIR ANIMALS		
22. Variety—how and why created.	22. God's care for the birds. Matt. 6: 26.	22. What birds have done.
23. Birds and their homes.	23. How to study birds. Matt. 10: 29, 31.	23. Curious birds.
24. The scratching family.	24. How birds travel.	24. The dove.
25. The swimming family.	25. Talking birds.	25. The eagle. Deut. 32: 11, 12 (first part).
26. The wading family.	26. Singing birds.	26. The ostrich.
LAND ANIMALS. GEN. 1: 24, 25		
27. Variety—how and why created.	27. Hoofed animals. Prov. 12: 10.	27. The cat or the dog family.
28. The cow or the horse.	28. Gnawing animals.	28. The spider or ant. Prov. 6: 6.
29. The dog or the cat.	29. The bee, fly, or butterfly.	29. Wood folk of one's own vicinity.
30. The camel or the elephant.	30. The first serpent. Gen. 3: 1 (first part).	30. Curious animals. Jer. 13: 23.
MAN. GEN. 1: 26-31		
31. The home and the companion of man.	31. Why created. 1 Cor. 6: 19, 20.	31. Man's original position.
32. Man's food.	32. Care of teeth, hair, finger-nails, skin.	32. Proper exercise and diet. 1 Cor. 10: 31.
THE SABBATH. GEN. 2: 1-3; EX. 20: 8-11		
33. The first Sabbath.	33. The Sabbath commandment. Ex. 20: 8-11.	33. Proper Sabbath observance as shown from the first Sabbath. Ex. 20: 8-11.
34. The purpose of the Sabbath.	34. How to observe the Sabbath. Isa. 58: 13.	34. The Sabbath as an eternal institution. Isa. 66: 23.

In this article we are to consider a modification of the present Primary Bible Nature outline for the *first term*, with the idea of securing a better balance of subject-matter, and reducing the number of stories so that the pupil himself may have the advantage of thought expression in reproducing to the class the story previously told by the teacher. Such a plan will also enable the teacher to do more thorough work with the Bible memory verses.

That we may the more understandingly study this question, I shall ask the reader to place side by side the outline given in the "Church School Manual" and the revision suggested in the outline above.

In the "Manual" two introductory lessons are given. We all know that long introductions are very likely to be tedious. Suppose, then, that instead of two we have but one introductory lesson. One better than two will serve to give a transition from the home family and the earthly parent to the greater human family and our heavenly Parent.

The introduction being over, let us come directly to the subject of our lessons, the home that our Heavenly Father has made for us. With so little definite knowledge of the earth in the beginning, as well as so little of a concrete nature to attract and interest the mind of the child, can we not group lessons three, four, and five into one vivid story on this subject, then give one lesson to pupil response in story reproduction and to learning the memory verse?

So with the topic "Entrance of Light." Three stories rather than five can easily give as full a presentation of this subject as at this stage of the child's development is necessary—how and why light was created; the colors of light; and heat, the companion of light.

Two stories rather than five on the firmament will give with ample clearness the separation of the waters from the waters, the creation of the firmament and of the wonderful air which occupies this vast space.

The water and the land are too closely related to place them under different topics, and two lessons as well as four will clearly define the work which the Creator did in bringing these elements to occupy the place he designed for them, that the earth might be a fit abode for man. Four lessons may easily take the place of eleven to give the child a picture of the vegetation with which our Father covered this earth. A more detailed study of individual features of this picture may profitably be left to future years. This will give opportunity also for the child to express his own conception of God's work and of his personal appreciation of the Father's love and care.

Stories of the sun, moon, and stars afford such excellent material for giving to the child some impression of God's greatness and power that we should not care particularly to reduce the number of lessons here, yet probably four stories would be as well as five.

The next three topics—water animals, air animals, and land animals—may also be somewhat sim-

plified. Under the next topic — creation of man — his creation, his home, and his companion, seem too closely related to separate, lest an incomplete idea be left in the mind of the child. This point must be guarded, for if we actually instruct the child, we must give

him well-rounded thought units and not scrappy parts of units. Two lessons on the Sabbath — the day when God looked over and reviewed all the work that he had done and pronounced it very good — form a fitting close of this part of the study of God's love for us.

## READING COURSE

### Third Year

#### *Part I: "Counsels to Teachers"*<sup>1</sup>

##### The Primal Object of Education

1. What misconception of the true purpose of education commonly prevails?
2. What should rather be our aim?
3. Show how Christ was our one perfect pattern in this respect.
4. What conditions prevail in the school of Christ?
5. Show how the Bible is without a rival as an educator.

6. Show how lessons from nature supplement the teachings of the Bible.

7. What is the object for which Christian education is preparing?

##### The Heavenly Pattern

1. Point out the respects in which the educational advantages offered in our schools are to differ from those of the secular schools.

2. How may agricultural and mechanical work bear the heavenly impress?

3. What example of perfect character has been given us?

##### Character Building

1. What parable on character building did Jesus give us?

2. Outline the character building to be done by parents and teachers.

##### Teachers and Teaching

1. Compare the two kinds of education in the world.

2. Which kind shall be given in our schools?

3. What fitness for this kind are teachers to have?

4. How may men become truly wise?

5. How is the highest standard of manhood attained?

6. With what standard only must the teacher be satisfied?

7. How may the teacher succeed in winning souls?

8. In what ways ought needy students to be helped to obtain an education?

9. What qualifications should a teacher specially seek to cultivate?

##### The Right Education

1. (a) What kind of work is dealing with youthful minds said to be? (b) Why should the manner of instruction be varied? (c) What qualifications are essential to teaching children properly? (See also page 77.)

2. Read Ps. 32: 8, 9; then (a) draw a contrast between the training of children and of dumb animals, (b) point out the bad results of training children like animals, and (c) tell what should have special attention, and why.

3. (a) Trace carefully the causes of instability in youth. (b) Note the wrong and the right kinds of discipline. (Pages 75, 76.)

*Confinement at School.*—1. What are the dangers of too close confinement?

2. What ignorance and what harmful practises sow the seed of disease and death in children? (Pages 78, 79.)

3. Outline an ideal plan that will reduce the dangers of too much confinement for children.

4. What emphasizes the importance of forming right habits and disposition in youth?

*Physical Degeneracy.*—1. What rich endowment did man receive from his Creator?

2. Trace the causes that have contributed to the weakening of these vital forces. (Pages 81, 82.)

3. What responsibility does faulty education bear?

<sup>1</sup> Published by Pacific Press. Cloth, \$1; red limp leather, \$1.50.

4. Show how life in the open air and the regulation of employment and amusement may conserve and restore physical and mental vigor.

5. What should be the first study of the young?

6. What are the results of overapplication?

7. What should be the main burden of parents and teachers?

8. Mention prominent characteristics of the present age.

9. Where, then, should emphasis be laid in the education of children?

### Our College

1. (a) To what danger was our first college subject? (b) What was God's purpose for that college? (c) What tended to thwart that purpose? (d) What should be kept in the foreground?

*Education for the Ministry.*—1. What was the primary object of our first college? (b) What hindered the satisfactory fulfilment of that object?

2. On what broad foundation must the college work be kept?

3. (a) Show what is meant by a "more comprehensive education." (b) What practical work should it include? Why?

4. (a) Show that this college was to be primarily for the denomination. (b) What was to be its distinctive feature?

5. What conditions in this age confirm the need of such a college?

### *The Teacher's and the Parent's Part.*—

1. Point out the faults and responsibilities of the college teacher. (Pages 90, 93.)

2. What is to be the parent's part?

3. What special message has been repeatedly sent? Why?

*College Standards.*—1. Should the desire for popularity be allowed to affect the college standard?

2. What is the true test of college prosperity? of church prosperity? Why?

3. What is to be the college teacher's personal standard? Why?

4. What is the prize at stake in our college work?

5. What purpose should supplement that of the student's salvation?

6. Why should patience and sympathy be exercised toward inexperienced youth?

### Department of Students

1. (a) What living motto should be the college student's standard?—"Stand Up for Jesus." (b) What view of religion will this correct?

2. (a) How will faithful students support the teacher? (b) How do angels of heaven regard even one such student?

3. How much depends largely upon Christian youth?

4. (a) With what has God endowed the youth? (b) What does he claim in return?

5. How is the student's own character affected by loyalty to school regulations? *Student Associations.*—1. What should students not allow while at school?

2. What kind of standard should they scorn?

3. (a) What should guide the teacher in dealing with students? (b) On what special matter should firmness and vigilance be exercised? (c) What straight testimony is borne on this question?

4. What does God call upon young men and women to do?

5. What is an important part of education?

6. What appeal is made to teachers on this point? to students?

7. What are the precious privileges of the faithful teacher?

## Part II: "School Management and Methods"<sup>1</sup>

### CHAPTER IV

1. WHY is the successful management of a school so dependent on school hygiene? What relation do proper hygienic conditions bear to the spiritual development of the pupil? How may the teacher improve the hygienic conditions of the home?

2. Why is recreation necessary during the school session? What kind of recreation is most valuable? Why is it necessary for teachers to supervise the recess period? Of what value is systematic physical culture? What principles has God given his people on the subject of recreation? Note 4.

3. That proper schoolroom ventilation may be possible, how much air space must each pupil have? What size should a room be that is intended to accommodate forty pupils? How much pure air must be provided each pupil an hour?

4. What is the standard temperature for a schoolroom? Why is an ordinary heating stove an improper means of heating the schoolroom? How does a properly heated and ventilated schoolroom aid in securing order and attention to study?

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



5. What evil effect does improper lighting have on a pupil's sight? Why are Venetian blinds bad? Why are semi-opaque shades the best? Describe the location, height, and amount of surface of the windows in a properly lighted room.

6. What influence do unclean school-rooms and surroundings have upon the morals? What quality and quantity of cleaning are necessary to keep a school-room really clean? Describe a hygienic cloak-room.

7. Why are the single desk and chair preferable? How high should a chair be? a desk? What should be the angle of the desk lid?

8. What hygienic habits should a pupil form? How can a teacher help the pupil form these habits? Why should Seventh-day Adventists give special attention to the matter of school hygiene? Note 5.

9. Answer the questions found on page 54.

10. Write a two-page synopsis embodying the chief points presented in Part I.

#### CHAPTER V — Educative Environments

1. What instruction has been given us regarding proper locations for our schools? Why are our schools to have spacious grounds? Note 6.

2. What kind of schoolhouses will tell favorably for the truth which God has given us to carry to the world? Note 7.

3. In planning a school building, in what order should the following points receive consideration: Education, beauty, hygiene? Why?

4. Prove that artistic school grounds or schoolrooms have an elevating influence on a child's character. Mention as many specific ways as you can that tend to this condition.

5. In your present school, what can you do toward creating ideal environments in both the schoolroom and the school grounds?

6. Answer the questions on page 89, paragraph V.

#### CHAPTER VI — Better School Appliances

1. What is the difference between appliances and apparatus?

2. Make a list of appliances that you consider really essential for the proper conduct of a church-school.

3. Answer the questions on page 89, paragraph VI.

#### CHAPTER VII — Better School Apparatus

1. In the instruction the Lord has given us for our schools, are "play-provoking appliances" ever mentioned as necessities? What does he urge upon us as a better means of physical development?

2. Which do you regard of greater importance — facilities for gymnasium work or for manual training? Why?

3. What special apparatus should you like in order to teach more effectively the following subjects from the viewpoint of Christian education: Bible, nature, geography, United States history, reading, civics, gardening, sewing, manual training? Mention only such appliances as you would need in addition to those supposed to be furnished for the proper teaching of these subjects in a public school. What special pictures should you like for your schoolroom walls?

4. Answer the questions on page 90, paragraph VII.

#### CHAPTER VIII — Text-Books

1. Answer the questions on page 90, paragraph VIII.

2. How should the lesson books in our church-schools differ from those generally used in public schools? Note 8.

#### Notes

4. Read the first paragraph ("As a rule," etc.) on page 215, in "Education." See also "Counsels to Teachers," pages 321-357.

5. Health reform, which includes all features of health and hygiene, is a vital part of the closing work of God in the earth. The care of the body is a God-given requirement. Surely, then, our schools, the very places where are felt the great heart throbs of this truth, should themselves be models, teaching not only by precept but by example all the great principles of health,—cleanliness, lighting, heating, and ventilation,—as well as diet and dress and the treatment of disease. To keep the body in health is as great as to restore it to health. For further study see "School Hygiene" by Shaw; published by The Macmillan Company, New York.

6. "The system of education instituted at the beginning of the world, was to be a model for man throughout all after-time. As an illustration of its principles a model school was established in Eden. . . . The garden of Eden was the school-

room, nature was the lesson book. . . . To Adam and Eve was committed the care of the garden, 'to dress it and to keep it.' . . . Useful occupation was appointed them as a blessing, to strengthen the body, to expand the mind, and to develop the character."—*Education*, pages 20-22.

"Those with whom mental and physical well-being is of greater moment than money or the claims and customs of society, should seek for their children the benefit of nature's teaching, and recreation amidst her surroundings. It would be a great aid in educational work could every school be so situated as to afford the pupils land for cultivation, and access to the fields and woods."—*Id.*, pages 211, 212; also pages 219-222.

7. "Schools should be established, not such elaborate schools as those at Battle Creek and College View, but more simple schools with more humble buildings, and with teachers who will adopt the same plans that were followed in the schools of the prophets."—*Vol. VI*, page 139.

"In planning for the culture of plants, let the teacher seek to awaken an interest in beautifying the school grounds and the schoolroom. A double benefit will result. That which the pupils seek to beautify they will be unwilling to have marred or defaced. A refined state, a love of order, and a habit of caretaking will be encouraged; and the spirit of fellowship and cooperation developed will prove to the pupils a lifelong blessing."—*Education*, pages 212, 213.

"In the higher as well as the lower schools these essentials to health are still too often neglected. . . . They [students] might have come from school with increased physical as well as mental strength, had they pursued their studies under proper conditions."—*Id.*, pages 207, 208.

8. "In the education of children and youth, fairy tales, myths, and fictitious stories are now given a large place. Books of this character are used in the schools, and they are to be found in many homes. How can Christian parents permit their children to use books so filled with falsehood? When the children ask the meaning of stories so contrary to the teaching of their parents, the answer is that the stories are not true; but this does not do away with the evil results of their use. The ideas presented in these books mislead the children.

They impart false views of life, and beget and foster a desire for the unreal.

"The wide-spread use of such books at this time is one of the cunning devices of Satan. He is seeking to divert the minds of old and young from the great work of preparation for the things that are coming upon the earth. He means that our children and youth shall be swept away by the soul-destroying deceptions with which he is flooding the world. Therefore he seeks to divert their minds from the Word of God, and thus prevent them from gaining a knowledge of those truths that would be their safeguard."—*Vol. VIII*, pages 308, 309.

### American Dissipation

THAT drinking, smoking, chewing, and card-playing are on the increase among the American people is shown by the recent report of the United States Commission of Internal Revenue for the fiscal year 1913. The shocking extent to which the people are indulging in these ruinous practises, is thus told by the *Washington Post* in a recent number:—

"The wealth of gold and silver and paper money filling the vaults of the federal treasury is due in no small measure to the record-breaking drinking, smoking, and card-playing of the American people during the fiscal year 1913. Details of the sources of the \$344,424,453 collected in internal revenue taxes during the year ended on June 30—the greatest in the history of the country—were disclosed yesterday in a report to Secretary McAdoo by William H. Osborn, Commissioner of Internal Revenue.

"The 143,220,000 gallons of whisky and brandy consumed during the year brought in \$157,542,000; the 65,246,000 barrels of beer, porter, and ale netted the government \$65,246,000; the 14,276,771,000 cigarettes smoked increased the revenues by \$17,846,000; the 7,699,038,000 cigars puffed away benefited Uncle Sam to the extent of \$23,097,000; the chewing and smoking of 404,363,000 pounds of tobacco gave him \$32,349,000; taxes on 33,209,000 pounds of snuff amounted to \$2,657,000, and the sale of 32,764,155 packs of playing-cards, an increase of 1,952,475 over the previous year, brought \$655,283."

By a little computing, the teacher can lead his pupils to see the meaning of these large sums, reducing them to consumption and cost per capita, and comparing them with amounts spent for other purposes, such as \$12,000,000 for foreign missions.

# HOME EDUCATION

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

## Early Training in Right Habits

Sow a thought, reap an act;  
Sow an act, reap a habit;  
Sow a habit, reap a character;  
Sow a character, reap a destiny.

— Bonar.

THERE is a volume of truth in the quotation above. Habit forms character, character decides the destiny. Child training is simply the forming of right habits. A child can be trained to be truthful and gentle, or to be deceitful and rough. It all depends on how he is treated by those who care for him in his early years.

The farmer, when breaking his young colts, is very careful that they are not frightened or allowed to run away. If the hired man handles the colts harshly or carelessly, very likely he will be dismissed; "for," reasons the farmer, "the colt will be spoiled. He will get into the habit of running away."

And there is good logic in his reasoning. I think he has good foundation for his complaint. But the thing that puzzles me is why this wise man ignores all these good principles in the training of his children. He permits some well-meaning but ignorant person to tease his child, to deceive him, and tell him all sorts of fabrications—perhaps does so himself. Then, if the little fellow's feelings run away with him and he flies into a rage, likely the father, with

pious pride, will inflict bodily punishment upon the tender flesh of his child, and justify himself with the thought that he is training his child in the way he should go. Could any one be more deceived?

We can train a child to right habits if we pursue a reasonable, consistent course. First, teach the child the proper thing to do; then kindly but firmly see that he performs this act in the same way every time.

"Eternal vigilance is the price of freedom from bad habits and the establishment of good habits, and the latter is quite as essential as the former." So says Mrs. Lutes, editor of *American Motherhood*.

Children are not the only ones at fault when bad habits are formed. A child asks to go some place; the parent hastily denies the request, but upon continued appeals from the child, grants it. Could you think of a better formula for training a child to tease?

Again, the mother is going to ride. The child cries, and does not want his mother to go. She, anxious to pacify him, says, "Well, all right. Mama will stay at home with her boy," and promptly gets him interested in his playthings. Then she steals out at the back door. If this would not teach a child to lie and deceive, I think he would be a dull pupil.

Mrs. Lutes further says: "Parents are almost invariably slaves themselves to the habit of refusing their [children's] requests, wet blanketing their enthusiasm and desires. They must break themselves of these kill-joy attributes before they can hope to inculcate desirable qualities in their children."

"Train up a child in the way he should go: and when he is old, he will not depart from it"—the golden rule in child training.

### Guard the Little Things

It is the "little foxes that spoil the vines," the "little leaks that sink the ship." So it is with a woman's life. It is not the few times in her life when she does some noble deed that make her life a success and place her name in the Lamb's book of life. It is not the lectures she gives, the clubs she organizes, nor the great sums of money she donates to charitable institutions that make her life worth while, though all these things are good in their place. Only the few can ever hope to attain to these heights of efficiency. But it is the little things that count in every woman's life. It is true of the girl entering her teens, and it is true of the woman in the bloom of her womanhood as she sits a queen in the realm of her home. It may seem a small thing to have the meals on time, so that the children can be properly dressed and sent to school on time. But this small thing, if neglected, makes trouble for the teacher, and trains the children to be careless in greater things.

### Our Question Corner

QUESTION 1.—What can be done to help a little girl of five who is so afraid of grasshoppers and other harmless things that she takes no pleasure out of doors?

We should always deal tenderly with a child's fears. They are real to him, even if they have no foundation in fact. The parent should talk in a cheery voice about the "pretty grasshopper," "the poor little toad," etc. Show the child that the insect is afraid, too, and is running away as fast as it can. Give the child time to consider the object of his fear, and assure him that the insect will do him no harm.

QUES. 2.—Should a boy be allowed to play marbles "for keeps"?

Never. Our children are what we make them. If a boy is permitted to play marbles "for keeps" now, why should he not play for money by and by? Children should be taught the principles of honesty and integrity, that they may have a foundation upon which to build an honest manhood.

QUES. 3.—How can I teach my child obedience without arousing his combative spirit?

First, as far as possible, make requests instead of demands. Often the tone of the voice more than the words arouses the combative spirit in the child. Do not make a demand abruptly. If it must be made, come to it gradually; for example, the child is deeply interested in building his block house, making mud pies, or in some other childish amusement. You know it will soon be time to get ready for school. Do not wait till the last minute before you speak to him, but say, "In five minutes, Willie, it will be school-time; I

will tell you when the time is up." Thus you have prepared his mind, and he is not abruptly broken off in the midst of his uncompleted plans. Younger children may require more patience; but kindness and firmness will usually get good results. Prompt obedience must be secured; life itself might depend upon it.

### School Credit for Home Industries

IN recent years educators have been making efforts to bring the school and the home into closer relation. The child, after he reaches school age, spends most of his waking hours away from home. If the school is theoretical only, the more devoted the child is to its interests the less interest he will have in the real life of the home. Education, to be effective, should train for life; therefore the school and the home should be closely united in aim and operation.

If the teacher is interested in cooking, sewing, gardening, and the care of the horses, the pupils will have more respect for these lines of work; and if the parents occasionally speak of historical events, are careful about using pure English, and manifest an interest in the work of the school, the children will feel there is a common sympathy between the parent and the teacher in the work both are doing.

Some very interesting results of such cooperation have been obtained in Oregon, as reported in the *Journal of Home Economics* for June, 1913. State Superintendent of Public Instruction L. R. Alderman writes inspiringly of this matter, as follows:—

That civilization is founded on the home all will agree. The school should be a real helper of the home. How can the school help the home? How can it help the home establish habits in the children of systematic performance of home duties, so that they will be efficient and joyful home helpers? One way is for the school to take into account home industrial work and honor it. It is my conviction, based upon careful and continuous observation, that the school can greatly increase the interest the child will take in home industrial work by making it a subject of consideration at school. A teacher talked of sewing, and the girls sewed. She talked of ironing, and they wanted to learn to iron neatly. She talked of working with tools, and both girls and boys made bird-houses, kites, and other things of interest. A school garden was planned in a city, and one of the boys was employed to plow the land. Seventy-five children were watching for him to come with the team. At last he came driving around the corner. He could manage a team! He drove into the lot, and one hundred and fifty eyes looked with admiration at the boy who could unhitch from the sled and hitch to the plow, and then as he, "man fashion,"—lines over one shoulder and under one arm,—drove the big team around the field, all could feel the children's admiration for the boy who could do something worth while. I have seen a girl who could make good bread or set a table nicely get the real admiration of her schoolmates.

The plan I have in mind will cost no money, will take but little school-time, and can be put into operation in every part of the State at once. It will create a demand for expert instruction later on. It is to give school credit for industrial work done at home. The mother and father are to be recognized as teachers, and the

school-teacher put into the position of one who cares about the habits and tastes of the whole child. Then the teacher and the parents will have much in common. Every home has the equipment for industrial work, and has somebody who uses it with more or less skill.

The school has made so many demands on the home that the parents have, in some cases, felt that all the time of the child must be given to the school. But an important thing that the child needs along with school work is established habits of home-making, and these habits can come only from real home-making. What one does depends as much upon habit as upon knowledge. The criticism that is most often made upon industrial work at school is that it is so different from the work done at home that it does not put the child into that sympathetic relation with the home which, after all, is for him and the home the most important thing in the world. Juvenile institutions find that they must be careful not to institutionalize the child to the extent that he may not be contented in a real home. In my opinion it will be a great thing for the child to want to help his parents do the task that needs to be done, and to want to do it in the best possible way. The reason that so many country boys are now the leading men of affairs is because early in life they had the responsibility of home thrust upon them. I am sure that the motto, "Everybody helps," is a good one.

But one says, "How can it be brought about? How can the school give credit for industrial work done at home?" This may be accomplished by printed slips, asking the homes to take account of the work that the child does at home under the instruction of the home, and explaining that credit will be given this work on the school record. These slips must be prepared for children according to age, so that the child will not be

asked to do too much, for it must be clearly recognized that children must have time for real play. The required tasks must not be too arduous, yet they must be real tasks. They must not be tasks that will put extra work on parents except in the matter of instruction and observation. They may well call for the care of animals, and should include garden work for both boys and girls. Credit in school for home industrial work (with the parents' consent) should count as much as any one study in school.

In carrying out this plan, one teacher, A. I. O'Reilly, of the Spring Valley School, near Salem, offers credit for each little task which the pupils perform about the house. For example, if the boy or girl builds the fire at home in the morning, 5 minutes' credit is given; milks the cows, 5 minutes for each cow; splits and carries in the wood, a 12-hour supply, 10 minutes; turns cream-separator, 10 minutes; cleans horses, 10 minutes for each horse; gathers the eggs, 10 minutes; feeds chickens, cows, pigs, horses, 5 minutes for each kind of animal. For churning butter, 10 minutes is allowed; making butter, 10 minutes; blacking stove, 10 minutes; making and baking bread, 1 hour; making biscuit, 10 minutes; preparing breakfast for family, 30 minutes; preparing supper, 30 minutes; washing and wiping dishes, 15 minutes for each meal; sweeping floor, 5 minutes for each floor; dusting furniture, 5 minutes for each room; scrubbing floor, 20 minutes for each room; making beds, 5 minutes a bed; sleeping in room with window open, 5 minutes; bathing, 30 minutes for each bath; and a number of other classes of work is included.

"You can see," this teacher adds, "that it is not my intention to give them full credit for the time necessarily spent in home work. I have learned that this world does not give us full credit for our time. Had I learned it when I was younger, I believe I should be a better man today. I have explained and demonstrated this to my school, thus preparing them early to learn to give more than they get. The plan is an agreement between each pupil and me. If he fails to live up to his part of it, he should learn that the violation of his agreement always works a hardship." (See page 50.)

#### Deal Tenderly With the Timid Child

CHILDREN are largely creatures of circumstances; or, as we are often told, "They are what we make them." Usually they treat us as we do them. If we are orderly, kind, polite, and gentle in our treatment of them, it is probable, other things being equal, they will treat us with the same consideration.

Parents should early form the habit of dealing tenderly with a child's fears. If the child is timid, form the habit of telling him, in a reassuring tone of voice, "The pretty cat will not hurt you," or, "The big doggie has a nice, hairy coat." Tell stories of courageous children and men. A little child is timid because sometime he has been frightened; or he may have inherited tendencies in this direction. A little sympathy and a few words of explanation usually overcome the difficulty. It is cruel to

ridicule or bully a timid child. Sometimes we see this done among children at school. They find one of their number is afraid of bugs, insects, and the like. They seem to take a savage joy in tormenting the timid child till life is almost a burden to him. The experience of Cowper is a notable example. "In his seventh year," says Mr. Welsh in his "Development of English Language and Literature," Vol. II, page 241, "he lost his mother, a lady of most amiable temper and agreeable manners. At this tender age he was sent to a boarding-school. Timid and homesick, he was singled out by a boy of fifteen, who persecuted him with relentless cruelty, and never seemed pleased except when tormenting him." "I conceived such a dread of his figure," says Cowper himself, "that I well remember being afraid to lift my eyes upon him higher than his knees; and that I knew him better by his shoe buckles than by any other part of his dress." "At nine," continues Welsh, "a malady of the nerves seized him, the shadow of evil to come. At ten he was sent to Westminster, where he experienced more brutality, and in consequence could never advert to those years without a feeling of horror." Predisposed to melancholy and insanity, these experiences doubtless shattered his mind, so that he was twice in an asylum, and died in despair, his immortal poems being produced during his lucid intervals.

Such treatment of a timid child should not be allowed either at home or at school. The parent or teacher should by every reasonable

means show the timid child that his fears are groundless. As his knowledge increases, he will gain confidence, and will soon overcome this unhappy habit of mind.

### A Boy's Mother

My mother — she's so good to me!  
Ef I was good as I could be,  
I couldn't be as good — no, sir!  
Can't any boy be good as her!

She loves me when I'm glad er sad;  
She loves me when I'm good er  
bad;  
An', what's a funniest thing, she  
says  
She loves me when she punishes.

I don't like her to punish me.  
That don't hurt; but it hurts to see  
Her cryin', — nen I cry; and nen  
We both cry, an' be good again.

— *James Whitcomb Riley.*

### Chats With My Correspondents

Mrs. C. S., Enid, Miss.—I have just read your letter, and have enjoyed it very much. I am sure any one who is trying, as you are, to do her duty as a mother, and who is depending on the Source of all light for help and strength, will not go far astray. I am so glad you feel the responsibility of teaching your little ones at home. I wish more mothers realized the precious opportunity they have of being their children's first teacher. There are so many things to be taught children before they are old enough to go to school! A teacher once said the children that make the best progress in school are those who have been taught to use their eyes and ears before they reach the school age. Children who are taught to observe the works of God in nature, and who are taught to pray, have a good start in an education. I am especially interested in this baby of three. In an early number of *CHRISTIAN EDUCATION* you will find an article speaking of the Montessori method, and what it will accomplish for even babies. It is surprising how much a tiny child will learn in these early years. Much of the success in after-life depends upon the use made of these first years. The question you speak of is one that is very important, and should be dealt

with by the mother. I am glad for the work you have already done with your little daughter. I have found the study of corn, showing how the pollen fertilizes the blossom, and also the story of the strawberry bed, very good. As you perhaps know, we must have the negative and positive principles, or the male and female elements, in the strawberry bed, or we have no strawberries. I will give you the address of a little book that I think will help you in this: "How My Uncle, the Doctor, Instructed Me in Matters of Sex," Society of Sanitary and Moral Prophylaxis, 9 East Forty-second St., New York City. Price, 10 cents. I hope you will be free to write me again. It will be a pleasure to me if I can be of any service to you.

Miss G. R., Seattle, Wash.—I was indeed much interested in your good letter, and I can agree with you that the relation between the school and the home is indeed very close, and I would that parents and teachers more often availed themselves of the great advantage cooperation might be to them. I like your suggestions very much, and shall pass them on to other mothers. I am a strong advocate of manual training. I think it should be begun in the home and followed up in the school. I believe it is the natural expression of the first conceptions, and yields strength and character to the child's ideas. I hope I may hear from you again.

Mrs. M. B. R., St. Maries, Idaho.—Your older boy (aged fourteen) is beyond any help from these early grades (Early Education and Grade 1), but I think you would find help in the Early Education course for your younger child. If you have a good public school near you, it probably is the best you can do to let the older boy go and get what he can. Of course you will have to be very watchful and careful that he does not learn those things that will be a detriment to him. If you are close to him, and keep his confidence, you may greatly safeguard him. It is true that children who are sent away to public school often fall into evil hands, but this is also true in Christian schools at times. It takes vigilance if we keep our children free from the temptations that are everywhere abroad. It is only by the power of God in our own lives that we can hope to cope with the enemy of our souls, and we are told that our own children are special objects of Satan's attack.



# Notes From the School Hygiene Congress

## Defective Eyesight

DR. F. PARK LEWIS, of Buffalo, read a paper on "Mind-Making Through Sight-Seeing." He said that it is generally conceded that near-sight develops and increases during school life until in maturity more than one quarter of the school population has acquired myopia [near-sightedness]. It is due in its beginning to bad hygienic surroundings, and is found as much among the rich as among the poor. Explaining the start of the trouble and its correction, he said:—

"It starts primarily as a result of a strain of the eyes having that congenital irregularity of the front part of the eyeball known as astigmatism. In order to produce a clear image on the retina of the eye so malformed, an abnormal strain is put upon the muscles of accommodation within the globe. This weakens the resistance of the ball, allowing it gradually to stretch, more especially in the back part. The stretching having begun, it is steadily but surely increased by continued near work, such as reading or writing. Notwithstanding this fact, there is no modification in the rigid curriculum of our schools for pupils having eyes so affected, and we have as a result the development of a condition which predisposes to other and later destructive changes in the eyes.

"The remedies are obvious: First, the correction of the focal defect at the earliest possible opportunity; but when the stretching process has begun, this is not enough. The additional strain of near work in the already weakened resistance of the eyeball will inevitably increase the myopia. Near work, such as reading and writing, must cease. Happily the training of the mind and the development of the brain can be carried on as effectively without the use of books for study as with them, if not more so. Book study is convenient, but not essential. In looking on the printed page, we often see without thinking. The child should learn to think without seeing. Teaching from the concrete object, the use of pictures, the developed sense of touch and of smell, brings into play various parts of the brain through the association fibers, and lead to more clear, exact, and rapid thinking than where the student is obliged to interpret the symbols employed in the printed page, which require an added mental effort for their understanding."

Dr. Wessels spoke on the defective vision of schoolchildren from an economic

viewpoint. He placed the percentage of children attending school having defective vision at 25 per cent. These, he said, are backward in their studies, and ultimately are costly to the community. The department of public health and charities in Philadelphia believes it has solved the problem. Last year 2,500 cases were treated. The difference between the cost of treating the children and the expense that would have been involved had they continued handicapped by defective vision, was a saving estimated at \$87,000. "But few children remain in school after the age of fourteen," said Dr. Wessels, "so that it is important that the examining of their eyes shall begin in the kindergarten or first grade. This is an economic question rather than a charity, as it reduces the cost of education, and at the same time increases the efficiency of both the pupil and the teacher."

## Fresh Air the Best

DR. WALTER W. ROACH told of an interesting experiment with two classes of third-grade pupils in Philadelphia. One class occupied a room heated and ventilated in the usual way. The second class studied all winter in a class-room with the windows wide open.

The windows of the one room were kept constantly down from the top and up from the bottom, and the room was cut off from the regular heating plant of the building. The ordinary desks were removed, and replaced with chair desks which could easily be moved by the pupils themselves to clear the floor space for frequent physical exercises. As cold weather approached, the children were provided with woolen sweaters, worsted caps, soft woolen blankets, and knitted woolen gloves. Thus their lower extremities were protected from the cold floor with no disturbance of the circulation.

Week by week during the fall and winter and spring we weighed and examined these pupils, watched their study and their play, and compared their scholarship with that of the children in the warm-air room. The children from both rooms came from the same kind of homes, so that the test was as fair and as accurate and searching as possible. As might have been expected, we found at the end that the pupils in the open-window room had gained on an average more than twice as much in weight as those in the warm-air room. They kept wholly free from colds, and were much more regular in attendance than the others.

# Christian Education

J. L. SHAW  
W. E. HOWELL

Editors

WASHINGTON, D. C., OCTOBER, 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.

## Missionary Preparation

THERE is a growing interest among various missionary societies in North America in the preparation of missionaries for their work in foreign lands. To this end the Board of Missionary Preparation has been organized, and the proceedings of its annual meeting are published in a pamphlet of ninety-five pages. Dr. Barton sounded the key-note of the board in the opening words of his report: "We are reaching a third stage in missionary work. The first was an endeavor for *territory*, trying to get into the world; the second for *resources* of men and money; and now we have come to the third. I think the formation of this Board of Missionary Preparation and a similar board in Great Britain proclaims the third stage *efficiency*." The report has been published by order of the board, 600 Lexington Ave., New York.

## Foreign Missions Library

IN connection with the Presbyterian Board of Foreign Missions, New York, is a well-equipped Foreign Missions Library. There are more than ten thousand volumes on its shelves, which present the work of foreign missions in all its varied phases. There are books of travel and description, biographies of missionaries, descriptions of missionary life in the various fields, and studies in the different religious systems of the world. There are histories of missions and of particular missionary societies; books which define the theory, aim, and philosophy of missions and methods of mission work.

## FOREST HOME ACADEMY

At Mt. Vernon, Washington

Is a school of twelve grades, teeming full of bright, progressive, Christian young people. It is ideally located in the great Puget Sound country, and has a strong faculty of experienced teachers. Write for a catalogue.

D. D. REES, Principal

There are files of the magazines and reports of the various missionary bodies throughout the world, government reports, and missionary encyclopedias. Books are willingly lent to those who can call for them, with the exception of a limited number held for reference, and are also sent by mail when postage both ways is paid by the borrower. They may be kept for two weeks and are usually subject to renewal. The librarian will be glad to furnish information by correspondence where it is not possible for the inquirer to make a personal visit to the library. Address Foreign Missions Library, 156 Fifth Ave., New York.

## Stereopticon Lectures

STEREOPTICON lectures on Africa, China, Guatemala, India, Japan, Korea, Laos, Mexico, Persia, Philippine Islands, Siam, South America, Syria, and "Into All the World," illustrating the daily life of the people, their religions, places of worship, the physical features of the country, historic buildings, and the mission work. Each set of slides is composed of between seventy and eighty views, with a map and two missionary hymns. A lecture prepared by a missionary or some one who has visited the field accompanies the slides. About an hour is required for reading the lecture and showing the pictures. A charge of \$1 is made for each exhibition, in addition to expressage both ways. The lantern must be secured locally. Whenever possible the slides are sent so as to arrive a day or two in advance of the date on which they are to be used, and they should be returned the day following, packed in accordance with the directions on the box. The slides are  $3\frac{1}{4} \times 4$  inches, and fit all except toy lanterns. Checks or money-orders should be made payable to the Foreign Missions Library, 156 Fifth Ave., New York.

# Mount Vernon College

The training-school for the Columbia Union Conference, comprised of the following local conferences: Ohio, Chesapeake, District of Columbia, West Virginia, Virginia, Eastern Pennsylvania, West Pennsylvania, and New Jersey.

The following courses are given: College Literary, College Scientific, Normal (two courses), Business, Stenographic, Nurse, Academic, and Music.

Healthful location. College-prepared men to head departments, the best of moral and spiritual influences, a place where hard work is done.

For particulars address

MOUNT VERNON COLLEGE  
Mount Vernon :: :: Ohio



## A Large Peerless Globe **FREE**

To any school sending us five one-term subscriptions for "Christian Education," at \$1.00 each, we will send our large Peerless Globe free, excepting express charges from Chicago.

This globe stands 19 inches high, and is 38 inches in circumference, substantially made of the very best material obtainable, and has a heavy mortised mission stand. It is lithographed in ten permanent oil-colors, boundary-lines heavily marked, figures in large type, temperature lines bold, meridians and parallels lightly lined. All the great political divisions are shown in colors. The cities of the world, the islands of the sea, the world's great trade routes, and the scientific division of the world as marked out by scholars are shown. In fact, the—

Peerless Globe in Service is Equal to any \$35  
Globe on the Market

A globe of practical size is an essential to every schoolroom. No ordinary map can give so perfect an idea of the relative positions of the countries and places of the world. But globes are expensive, and most schools cannot afford them. We offer you an opportunity in which the children of the church-schools, the young people of our academies, the students of our colleges, or members of our homes, by a little pleasant and profitable diversion in effort, can easily and quickly pick up the required subscriptions and secure for the school this desirable and excellent piece of school furniture.

Send all orders to CHRISTIAN EDUCATION  
through the Conference Tract Societies

“The Student’s Desire”  
**UNION COLLEGE**  
“Recognized Everywhere”

College View, Nebraska  
Frederick Griggs, President

**WALLA WALLA COLLEGE**  
*THE SCHOOL THAT EDUCATES FOR LIFE*



E. C. KELLOGG,  
President

College Place,  
Wash.