

The true object of education is to restore the image of God in the soul.

THE CHRISTIAN EDUCATOR

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The Christian Educator

IS DEVOTED TO

The Thorough, Systematic, and Symmetrical Culture of
the Hand, Head, and Heart, in the Home,
School, and Church.

ISSUED MONTHLY.

Entered at the Post-office in Battle Creek, Michigan.

RIGHT thinking lies at the foundation of right
action.

GOD must first take hold of you, if you would take
hold of others.

BIBLE charity is not sentimentalism, but love in
active exercise.

THERE is honor in any kind of work that is essen-
tial to be done.

JESUS found access to minds by the pathway of
their most familiar associations.

CHRIST'S work was not done in such a way as to
dazzle men with his superior abilities.

It is by faithfulness to duty in the parental home
that the youth are to prepare themselves for homes of
their own.

THE Christian should possess more intelligence and
keener discernment than the worldling.

MANY are the ways in which God is seeking to make
himself known to us, and to bring us into communion
with himself.

THE purpose of education should be to take in
light, in order that you may impart light by letting it
shine forth in good works to others.

THERE is nothing which will so refine and elevate
the character, and give vigor to every faculty, as the
continual exercise of the mind to grasp and compre-
hend important truths.

EDUCATION AND HEALTH.

FOR generations the prevailing system of education
has been destructive to health, and even to life itself.
Many parents and teachers fail to understand that in
the child's early years the greatest attention needs to
be given to the physical constitution, that a healthy
condition of body and brain may be secured. It has
been the custom to encourage sending children to
school when they were mere babies, needing a
mother's care. In many instances the little ones are
crowded into ill-ventilated schoolrooms, where they
sit in improper positions, upon poorly constructed
benches, and as the result, the young and tender
frames often become deformed. Little children,
whose limbs and muscles are not strong, and whose
brains are undeveloped, are kept confined, to their
injury. Many have but a slight hold on life to begin

with, and confinement in school from day to day makes them nervous, and they become diseased. Their bodies are dwarfed in consequence of the exhausted condition of the nervous system. Yet when the lamp of life goes out, parents and teachers do not realize that they were in any way responsible for quenching the vital spark. Standing by the grave of their child, the afflicted parents look upon their bereavement as a special dispensation of Providence, when it was their own inexcusable, ignorant course that destroyed the young life.

Parents and teachers take the responsibility of training children, yet how few of them realize their duty before God to become acquainted with the physical organism, that they may know how to preserve the life and health of those who are placed in their charge. Thousands of children die because of the ignorance of those who care for them.

Many children have been ruined for life, and some have died, as the result of the injudicious course of parents and teachers, in forcing the young intellect while neglecting the physical nature. The children were too young to be in a schoolroom. Their minds were taxed with lessons when they should have been left untasked until the physical strength was sufficient to support mental efforts. Small children should be as free as lambs to run out-of-doors. They should be allowed the most favorable opportunity to lay the foundation for a sound constitution.

Youth who are kept in school, and confined to close study, can not have sound health. Mental effort without corresponding physical exercise, calls an undue proportion of blood to the brain, and thus the circulation is unbalanced. The brain has too much blood, while the extremities have too little. The hours of study and recreation should be carefully regulated, and a portion of the time should be spent in physical labor. When the habits of students in eating and drinking, dressing and sleeping, are in accordance with physical law, they can obtain an education without sacrificing health. The lesson must be often repeated, and pressed home to the conscience, that education will be of little value if there is no physical strength to use it after it is gained.

Students should not be permitted to take so many studies that they will have no time for physical training. The health can not be preserved unless some portion of each day is given to muscular exertion in the open air. Stated hours should be devoted to manual labor of some kind, anything which will call into action all parts of the body. Equalize the taxa-


tion of the mental and physical powers, and the mind of the student will be refreshed. If he is diseased, physical exercise will often help the system to recover its normal condition. When students leave college, they should have better health and a better understanding of the laws of life than when they entered it. The health should be as sacredly guarded as the character.

The teachers themselves should give proper attention to the laws of health, that they may preserve their own powers in the best possible condition, and by example as well as by precept, may exert a right influence upon their pupils. The teacher whose physical powers are already enfeebled by disease or overwork, should pay especial attention to the laws of life. He should take time for recreation. He should not take upon himself responsibility outside of his school work which will so tax him, physically or mentally, that his nervous system will be unbalanced; for in this case he will be unfitted to deal with minds, and can not do justice to himself or to his pupils.


Our institutions of learning should be provided with every facility for instruction regarding the mechanism of the human system. Students should be taught how to breathe, how to read and speak so that the strain will not come on the throat and lungs, but on the abdominal muscles. Teachers need to educate themselves in this direction. The students should have a thorough training, that they may enter upon active life with an intelligent knowledge of the habitation which God has given them. Teach them that they must be learners as long as they live. And while you are teaching them, remember that they will teach others. Your lessons will be repeated for the benefit of many more than sit before you day by day.—*Mrs. E. G. White.*

YOUTH removed from the domestic atmosphere, from the home rule and guardianship of parents, if left to themselves to pick and choose their companions, meet with a crisis in their history not generally favorable to piety or principle.

If parents would feel it a solemn duty that God enjoins upon them to educate their children for usefulness in this life, if they would adorn the inner temple of the souls of their sons and daughters for the immortal life, we should see a great change in society for the better.



General Articles



RELATION OF THE BIBLE TO OTHER SUBJECTS OF STUDY.

TRUE education is not alone a fitting for life, but it is life. Much that is called education is a failure, because it is preparing for the future and not the present. Young men and women are prepared for something they are to do by and by, instead of being enabled to make the most of the present and of present opportunities. But he who lives up to all his present possibilities is certain to be thoroughly prepared for the future. The world is calling for practical men and women, and it judges what they can do by what they are now doing. A great revolution is taking place in education. Old ideas which were apparently as fixed as rocks are being rent asunder by new ideas of education which have in them the principles of practical life. Thinking educators are seeking for burning thought instead of dead forms.

Now, if this is true of the world, much more should it be true of the education of those who are professedly Christians. Christ was a thoroughly practical man. He went about doing good, and no opportunity was ever lost to benefit others. He recognized the necessity of a thorough preparation for his work; but that preparation was found at the carpenter's bench, in nature, and above all from the word of God. He studied and thought about the things of life. He was not in any way pessimistic or narrow in his field of study; but he had an education which enabled him not only to weep with the sisters of Lazarus in their sorrow, but also to participate in the joys of the wedding feast at Cana. Not only did he proclaim the word of God spoken by the prophets; but he proclaimed the power of God as manifested in the lilies, the birds, and in all nature. During the thirty years which he spent in education, he received a preparation which enabled him to move in the society of the most cultured and learned, and to mingle also with the common people, ever exerting an influence that was elevating in its refinement. He ever found his happiness in his Father's work. He received an education which enabled him at a very early age to confound the greatest minds of his time. It was not a narrow education, it was not a pessimistic education, but it was an education for life. It was an education that at every step was thoroughly practical.

At twelve years of age he recognized that he should be doing, not preparing for, his Father's business. He received his preparation in his doing. He "learned to know by doing." Christ was educated for his time and for his work, and the example which he has set us, we should follow; and the spirit which inspired him through the years spent in securing a fitting for his great work, should inspire us as teachers and students in our work of fitting for our field of usefulness.

There were two great divisions in the study which Christ pursued. They were the word and the power of God. He said to the scribes and Pharisees on one occasion, "Ye do err, not knowing the Scriptures, nor the power of God." The power of God is manifested in all life, in all its various activities. The Scriptures point us to these manifestations of life and activity, and tell us that it is the power of God which produces these changes, and that all things are created and upheld by his word. To see properly the relation which exists between the Scriptures and the word of God, we must recognize that the works of God are as much his word as are the Scriptures. If this be so, when we are studying the works of God, we are studying his life and his power, just as much as when studying the written word; but we need the written word in our study of nature,—they go hand in hand,—else we may reach erroneous conclusions concerning these manifestations of the power of God. I mean by this that the spirit of the word of God should be found in all our study, and we should study only those things which are in accordance with this.

The Lord has given many men of the world brilliant ideas and expressions of the truth; but because they have not taken the written word as their guide, they often mingle truth with error. Unless we are guided in our study by the word of God, we are certain to have the error which is often advanced mingled with the clear and forcible expressions of truth for which we all seek. The word of God points out the way of salvation; but man at the present time has so far departed from God, that the works of God and the things of God are not fully comprehended by him. The Bible is a statement of truth. What is in the Bible is truth not because the Bible says so, but the Bible says so because it is true; and so when the word of God declares anything, it is incumbent upon us to seek a better understanding of that of which it speaks, because it speaks of truth. Now the Bible is a sacred book, which should never be held as common, and this should ever be kept in mind as we approach into its

sacredness. No other book demands the study which it does. It is the guide to the study of all other books; at the same time, other books are written for our study which the Bible should not take the place of. Let it be observed, that in saying that the Bible should be the guide in the study of other books, and that other books are written which the Bible should not take the place of, I am not speaking disparagingly of the study of the Bible, but rather the opposite.

I may illustrate what I have said by an experiment that was made in a certain school a few years ago. The Bible and some related books constituted the entire basis of study. The arithmetic work was taken almost entirely from problems in the Bible. The grammar, history, and geography work was from the same source. Now, there are some sentences in the Bible which are not in accordance with the present rules of grammar, and the children soon discovered it, and the effect was not the best; in short, only a few weeks had elapsed until it was seen that the children were losing that regard for the sacredness of the Bible which they had previously entertained. An attempt was made to counteract this as fully as possible; but in a short time it was found necessary to discontinue the use of the Bible as a common text-book, because of the disastrous results upon the spiritual life of the children which were manifested.

Not to enter into any lengthy description of this experiment, I will say that the observation of it led me to the conclusion that the word of God should be studied only for what it is; namely, the way to eternal life. There is a natural correlation in the Bible with everything with which we have to do; for instance, when the child studies some text of Scripture, he needs his knowledge of the things of life in order the better to understand its meaning. The Spirit of God is needed, of course, above any of the rules of grammar; but at the same time, it may be said that the ultimate object of all language study is to understand more clearly the word of God.

The relation which the Bible sustains to the history of our country and of all other countries is at once apparent, since we can not have a clear understanding of the history of any time without seeing its relation to all other times as portrayed in the history and prophecy of the Bible. Spelling, reading, and writing are also useful and necessary studies; but to make the Bible the text-book from which these subjects are studied, will, I firmly believe from the experience of which I have spoken, make the Bible a common book.

Let us then give the Bible its due place. Let us place it above all other books. If at the beginning of each day's work in school, the Bible is carefully and prayerfully studied, and given more time than is assigned to any other lesson during the day, we may be certain that its spirit will pervade all the other work, and that the child will correlate its teachings with all his other lessons. Let us make the Bible the guide in everything that we study; but let us study it for the sole purpose of obtaining a better understanding of the spiritual life which it so vividly presents to view. Let us not make common those things which are sacred, remembering that "the letter killeth, but the spirit giveth life." God has placed us in the world to make use of the things of the world, but not to partake of the spirit of the world. He wants us to know all of his works. Our education must be as broad as was that of Jesus the Christ.

FREDERICK GRIGGS.

THE SOUTH AS A FIELD FOR TEACHERS.

THE educational problem in the South is in many respects more perplexing than it is in any other part of our country. The public school system has not reached the high stage of advancement that it has in the North. In fact, the public school system in the South dates back but a few years, and to-day it is not looked upon with that favor necessary to warrant a high degree of success. Until within a very few years private schools were relied upon almost wholly for the education of the children and youth. As there were no compulsory-education laws, and as many of the people were too poor to pay the required tuition, a large percentage of the children have grown up in ignorance.

At present there seems to be a general educational awakening, and an earnest desire for better schools and up-to-date methods. There seems to be a general demand for better teachers and better-equipped schools. Good, live men and women who have had a successful experience in school work, and who possess the true teacher spirit, are now able to do much to mold public sentiment and inspire the parents to take hold of this question in earnest, and to place the entire school system on a higher and broader plane than it has ever occupied before.

There are many obstacles, however, to surmount. In the mountain regions and the Gulf States, comprising what is known as the "Black Belt," there is great ignorance and poverty. These people are more or less

superstitious, and very reluctant to change their manner of living. The laws in most of the States require that schools for white and colored children shall be maintained separate. This, in the rural districts especially, causes an extra burden of expense, which, with the limited tax income, shortens the public schools to but a few weeks in the year. Again, no attempt can be made to grade the schools according to age. Grown men and women will often be found in the primary classes.

All this, however, need not discourage any one; rather should it induce them the more eagerly to take up the work. There is need of a genuine missionary educational campaign. We need in the South a higher grade of teachers; not a class of boys and girls who fear they can do nothing else, but young men and women who are apt to teach, who have carefully prepared themselves for this line of work, and who are able to bring success out of seeming defeat.

With it all, the teacher who comes South will need to be supplied with a good stock of patience and genuine common sense. He should be capable of adapting himself to circumstances, and possess a determination to succeed. If he has any preconceived ideas of his own superiority, he should leave them all on the other side of the Ohio River; for he will find that there is much even in the South that he can yet learn. In fact, he should come first as a learner, then as a teacher. The people in the South are not slow in detecting the qualifications of a teacher, and they are willing to appreciate earnest effort and to reward merited success.

Christian teachers who understand the true principles of education, who are willing to sacrifice for the love of the work, and who are anxious to win souls for Him who is the Great Teacher, will find here splendid opportunities.

Consecrated missionary teachers should be scattered all over the South, among both white and colored people. These teachers should be all-round men and women. I am of the opinion that usually a man and wife would be more able to succeed than young unmarried people. They would be able to work to better advantage, and have their own home, where they could do something toward self-support. There are places, however, where the single teacher can work to better advantage.

It is earnestly hoped that many such schools will be opened before another year begins.

W. T. BLAND.

Graysville, Tenn.

MANUAL TRAINING AS A CORRECTIVE OF WRONG IDEAS OF EDUCATION.

As we realize the possibilities that lie bound up in a child, and especially in view of the great work to be done by the youth who are now preparing for active responsibility, what shall be taught to our children and youth to prepare them for these things is the question that, above all others, is of interest to every true parent and teacher.

The excessive book-learning that has been given the children in the schools in the past, has developed a morbid condition of the young, in consequence of which they look upon themselves as a little too "smart" to follow the ordinary occupations of life. Yet many of them have not push enough to accomplish anything in other lines, so they are destined to drift through life the most useless and unhappy of men. It is true that, in many cases, this sad result is the unfortunate mistake of their parents. They were, by the necessities of pioneer life, deprived of the advantages of an education in things literary, and so have fondly devised "better things" for their sons and daughters. Accordingly, they were spared in every way the responsibility of domestic cares, that they might have no hindrance in their studies. Too late these unwise parents have awakened to their mistake; but what can be done to prevent a repetition of these evils in the rising generation?

Seeing the conditions as above described, some have declared that education from books is a detriment, and have therefore deprived their children of schooling altogether. In the minds of others there is no objection to the training of the mind by schooling in books, provided it is properly balanced with physical exercise while at study; and therefore they prescribe work as a sort of rest for the mind. While these two methods of bettering the situation seem quite different, they are in reality much alike. Each is one-sided. The one would produce a good physical man, while the other would lead to the attaching of undue importance to mental attainments. But can one whose training is of the latter kind have any high appreciation of the calling of a farmer or mechanic? In all probability he would do the things as he was told, without applying his mind to the task, seeing in it nothing more than a good way to get himself in condition for closer application to his books.

But what is desired is neither young people who follow blindly the "good old ways" of their ancestors, keeping up the old homestead by the same methods

of farming their fathers have used; nor yet those who think that all such work is humdrum, and so get away from it as quickly as possible. The need of the time is young men and women with an *intelligent* love for work; and the pressing need of the hour is the need of teachers who realize that work, rightly taught, is one of the best means of developing the intellect.

It would be far from the ideal to have the students turned over during a portion of each day to workers in the various trades, or to a seamstress or a cook, from whom they might be able to gather certain facts which would be of some use to them. This would virtually crowd more subjects into the already overcrowded course of the ordinary school. Teachers are needed who are masters of these various lines of manual occupation, and who have also a knowledge of the developing mind. Such a teacher will use the material things with which he deals as one of the means to stimulate those attributes of the mind and soul so desirable in the boy or girl; and not have his attention mainly directed to obtaining certain results in the visible material used. In other words, the instructor must be a true teacher, with high ideals for his students, instead of a foreman, however competent whose chief aim will be to accomplish a certain amount of work. Least of all should these manual occupations be carried on under the name of education if the avowed purpose is to *make them pay* from a mercenary point of view.

As before stated, classes in these things that have to do with every-day life, should not be put upon the already too heavily loaded pupils. But when these subjects shall have been carefully studied and planned, they can take the place of some things now taught for the sake of developing mental power. Intelligent students, when taught to reason concerning the ordinary work of life, and especially when their minds have been directed to the working of God in accordance with his laws in the things handled on farm and in shop, kitchen, and sewing room, will see that these things are by no means devoid of interest. Such young people will not be so anxious to enter upon the artificial city life as soon as they have "finished their education;" but, having been taught to exercise the nobler faculties of the mind while engaged with the things of God's creation, they will magnify their calling as men and women in the ordinary walks of life. And when men must be had to teach the ways of life more perfectly to those gathered from the streets and *highways* as well as the lanes of the city,

those who have intelligently followed the plow will be found, like Elisha of old, fully prepared for the great work.

A. J. BRISTOL.

THE DOMESTIC PROBLEM.

THE home has not made the progress that we see in every other direction, Mary E. Green affirms in the *Chautauquan*. Homes are still unsanitary, food is still wasted, our cooking has long been credited with creating a nation of dyspeptics, and sewage is often so ill disposed of as to breed disease. We claim to possess a more advanced civilization than at the beginning of the century, when so many of the industrial trades were carried on in the home. Yet the domestic problem is more intricate than ever.

In the days of primitive simplicity there were in nearly all homes large families of children. In the home was carried on the carding of the wool, spinning, weaving, dyeing, and all of the knitting and sewing. Fruit was dried and preserved, meat was cured, soap and candles, bread and pastry, butter and cheese, all were home products. How busy were the women of those days! And yet it is only the modern woman — who has at her command the loom and knitting machine of the factory, the great packing houses, bakeries, and dairies, the butcher, the baker, the candlestick maker, all waiting to serve her — who complains of lack of time.

This is an era of small and, in too many cases, childless families, and to-day the housewife's greatest trial is this domestic-service problem, which she is unable to solve. For this reason is it that so many families drift into boarding-houses, or become wrecked in a measure through the little annoyances of daily life.

The daughter no longer shares domestic labor as formerly with her mother. The household work is done — after a fashion — by servants. So she enters school with her brothers, and later in life becomes their competitor in every occupation open to men. When this girl marries, as it is more than probable that she will do, she is wholly unfitted to enter a home as administrator, and as a result she sacrifices both her strength and nervous energy, her husband's patience, and sometimes his regard, and the health and comfort of her children. Is there any other occupation on earth into which people enter for a term of service without a particle of preliminary training? The years are strewn with the heartaches, wrecked health, and wasted energies of just such women.

Physical Education

PRACTICAL APPLICATION OF PHYSIOLOGICAL TRUTHS.

It is well known that theological students are often in a backslidden condition spiritually, even while they are studying the plan of salvation theoretically in all its aspects, because they do not learn how to make a practical application of those truths to their own needs. In the same way physiology may be studied theoretically, and the student may receive a high mark of scholarship, and yet see no greater danger in dust than he did before; he may be as careless in his habits of diet and exercise as one who has never studied these subjects. This should show us that the teacher of physiology has not thoroughly done his work until he is satisfied that the student is learning how to apply in a practical manner the knowledge given; and it is only the truths which have been thus learned that can be effectively impressed on others.

Take, for example, the study of respiration. Impress thoroughly the fact that the membrane which separates the air from the blood in the lungs is so thin that it requires twenty of these layers, placed one on another, to equal the thickness of an ordinary sheet of writing-paper. When this fact becomes a living thing in the mind of the student, he will have a horror of breathing tobacco smoke and foul gases with only this thin wall to protect him from having these things carried to his very brain. The average student, in spite of all that is taught to the contrary, does not comprehend the large area of lung membrane that is exposed to every breath, whether pure or impure. While the teacher knows, and very often the student does,—in the examination,—that this large area equals two thousand square feet, yet this may not mean any more to him than the immense areas that he considers in the subject of astronomy.

To get a vivid, practical idea of the extent of the lung tissue, let him compare it with the size of the schoolroom floor; let him see in his mind's eye this delicate membrane spread out like the carpet on the floor; let him think of this marvelous structure soiled with the impure air which so many people are continually taking in, and then something will have been imprinted upon his mind that can never be effaced. The lungs throw off more poison than any other eliminative organ in the body; yet this fact, in a practical

manner, scarcely becomes lodged in the student's mind. Persons may live for two or three days with kidneys that have entirely suspended their activity, but there is so much poison carried off by means of the lungs that if breathing is suspended for three or four minutes, death takes place. If the student grasps the startling fact that there is sufficient poison made in his own body, and thrown off by the lungs, to kill him in a few minutes, it would be easy enough for him to see that if he has to breathe in the poison made by his fellow students, the matter becomes doubly dangerous.

When this lesson has been learned, the student will be uneasy every moment he is in a room that is not properly ventilated. This subject should become so real to the mind of the teacher, that in his imagination he can see this poison pouring out from the lungs as though it were black as ink, and then he can impress it vividly upon the minds of his classes. As long as it is merely a matter of facts and figures, cubic feet and cubic inches, it is as dead as the dry bones of Ezekiel's vision; the vital breath needs to be imparted to the study.

In addition to this startling fact, the teacher should make it clear that every time we breathe we contaminate half a barrel of pure air, which means that just so much should be emptied out of, and so much emptied into, the room; though this instruction should come in incidentally rather than be made prominent.

It is possible, however, that after the student has learned all this, he may yet so obstruct the process of breathing by improper clothing about the chest and waist, that no matter how much pure air there is in the room, the purpose of nature will be thwarted. The same is true of improper positions of the body. The person who bends over so as to produce a false joint in his spine just between his shoulders is, to the extent that the curvature is produced, closing up the capacity of his lungs, by shutting himself up like a jackknife; and it then becomes impossible to take in a full breath of heaven's vital air, or to throw off properly the poisons that are so rapidly formed in the body.

One out of every seven funerals in this country is occasioned by consumption. It has become the great white plague, that is carrying off more victims than the horrible plagues of ancient times; and the foundation is being laid for it in the failure to appreciate properly such truths as attention has been called to in this article. What a fearful responsibility teachers will have to meet in the day of God, when they meet

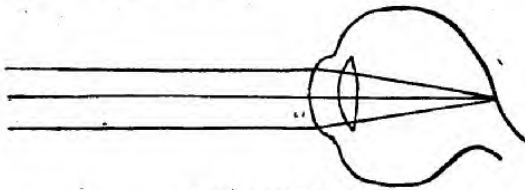
the results of premature death, of shortened lives, which have come of their failure to utilize their God-given opportunities to impress the minds of students with the great truths of the human body, which is the temple of God, made in the image of God, and designed to represent God to the world.

DAVID PAULSON, M. D.

THE CARE OF THE EYE.

In a former article the writer offered some observations on the importance of careful attention from parents and teachers on the subject of defective vision in children. It is the purpose in this article to continue the subject, and prepare for some instruction as to the proper ways of dealing with ocular defects.

It will be necessary first to explain a few technical expressions in order that the reader may have a fair idea of what is meant when the terms are mentioned in this series of articles.



A NORMAL EYE.

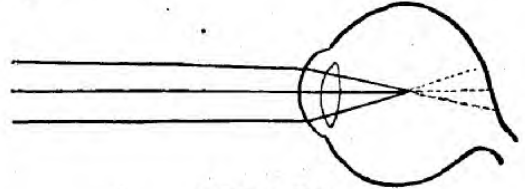
Ocular refraction refers to the bending of rays of light as they proceed into the healthy eye and focus upon the retina, or back membrane of the eye, forming what is known as a pencil of light.

Myopia, or near-sight, is a condition in which the rays of light focus in front of the retina, as a result of the eyeball being too long.

From an examination of several hundred negro children, varying in age from five to nine years, about two and one-half per cent. were found to be myopics. Among Indian children the percentage is somewhat less. In Turkish schools, where the intellect is feeble, and ambition slow, observers have noted that despite unsanitary conditions and prevailing personal indulgence, myopia rarely exists. In fact, instances might be multiplied to show that the nearer we approach man in his primitive condition, and the more remote from intellectual activity, the more commonly do we find the eye in a normal condition.

Conversely, extensive statistics have been compiled, under varying circumstances and by reputable men, which show conclusively that among the educated and

progressive nations, the prolonged eye strain has had a very damaging effect upon the visual organs; and this in turn has so impressed itself as to become transmitted to their progeny. Children are not born myopic; but the tendency to it is inherited in a large percentage of cases. Children of myopic parents become myopic much more quickly than do children born of parents having normal or approximately normal eyes.

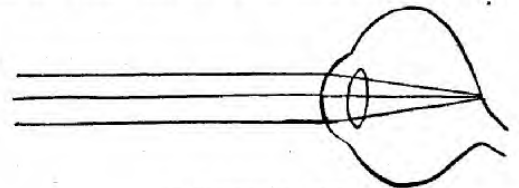


A MYOPIC EYE.

In California, for example, a comparatively new center of civilization, myopia exists in but a small percentage of the school population, the University of California showing about seven per cent. If we take Germany, as perhaps the oldest community where a system of education from childhood to the most advanced university work has been most carefully and scientifically developed, myopia ranges from about one per cent. in the lowest grades up to seventy per cent. in some of the higher or special institutions of learning.

If myopia were the only error of refraction to give us concern, it would be sufficient reason for the interest we ought to take in this subject; but there are other physical departures from the normal.

Hyperopia is a condition in which the eyeball is flattened from before backward, in which case the



A HYPEROPIC EYE.

rays of light, instead of being focused upon the retina, do not come to a focus until they get behind this membrane.

Any constant strain upon the muscles governing the eyes often gives rise to headache, fatigue of the eyes, sleeplessness, twitching of the eyelids and facial muscles, dizziness, flashes of light, etc. The importance of this whole subject to the educator can scarcely be overestimated.

J. R. LEADSWORTH, M. D.

The Mother's School

HOME SCHOOL LESSON.

BLACKBOARD WORK.

And God said { Let us make man after our likeness.
 And let them have dominion over { the fish of the sea,
 the fowl of the air,
 the cattle,
 all the earth,
 and every creeping thing.
 Gen. 1: 26.

And the Lord God formed man of the dust of the ground,
 And breathed into his nostrils the breath of life;
 And man became a living soul.
 And the Lord God said, It is not good that the man should
 be alone;
 I will make an help meet for him.

And out of the ground the Lord God formed { every beast
 and
 every fowl ;
 And he brought them unto Adam.

And Adam gave names to { all cattle,
 the fowl of the air,
 and every beast of the field.
 But for Adam there was not found an help meet for him.
 And the Lord caused a deep sleep to fall upon Adam,
 And he took one of his ribs, and of the rib made he a
 woman,

And brought her unto the man.
 And Adam said,
 This is bone of my bone, flesh of my flesh ;
 She shall be called woman,
 Because she was taken out of man. Gen. 2 : 7, 18-23.
 And Adam called his wife's name Eve ;
 Because she was the mother of all living. Gen. 3 : 20.
 So God created man ;
 In the image of God created he him ;
 Male and female created he them ;
 And God blessed them.

And God said { be fruitful,
 multiply,
 replenish the earth,
 subdue it :
 have dominion over { the fish of the sea,
 the fowl of the air,
 and every living thing.

And God said,
 Behold,
 I have given you { every herb bearing seed,
 the fruit of the tree yielding
 seed, } for meat.
 And to every { beast
 fowl,
 and creeping thing } I have given every
 green herb
 for meat.
 And it was so

And God saw that it was very good.
 And the evening and the morning were the sixth day.
 Gen. 1 : 31.

Jesus stood and cried, saying,
 If any man thirst, let him come unto me, and drink. John
 7 : 37.
 I am the living bread which came down from heaven :
 If any man eat this bread, he shall live forever. John
 6 : 51.
 Who provideth for the raven his food ? Job 38 : 41.
 He giveth to the beast his food,
 And to the young ravens which cry. Ps. 147 : 9.
 Thou openest thine hand,
 And satisfiest the desire of every living thing. Ps. 145 : 16.
 The heaven even the heavens, are the Lord's :
 But the earth hath he given to the children of men. Ps.
 115 : 16.
 All things are yours ;
 And ye are Christ's ;
 And Christ is God's. 1 Cor. 3 : 21, 23.
 Christ is All, and in all. Col. 3 : 11.

In this lesson try to impress the children with the
 fact that man was *created*, not *evolved*, as is taught
 even to young children in the public schools of our
 day, and that everything from the seed of corn
 which the little one plants and watches as it grows, to
 the human parent, brings forth "after his own kind"
 according to the commandment of God, which is pure.
 Ps. 19 : 8.

Use a photograph in illustration of the truth that
 man was created in the likeness of his Father, God ;
 also the likeness of father and mother as it appears in
 the faces, forms, and dispositions of the children.
 Remember that you, as parents, are to your little ones
 representatives of God the Father ; and that you need
 to conform to him, that as your children study you
 in the living lessons which you are giving them, they
 will get something of a correct idea concerning His
 character.

Do not allow any light or trivial expressions con-
 cerning the relative positions of man and woman to
 mar the grandeur of this study. Nothing that God
 ever did will be made the subject of a joke by the
 reverent lover of truth. The children may have been
 already poisoned by the world's view of the origin of
 woman, and feel inclined to speak lightly of the *rib*.
 You can not correct such a tendency by a *frown* or
 sharp word ; but only by pure, reverent teaching of
 what it means to be of the same bone, flesh, and
 blood.

Take up again the story of the vine, or the tree and
 its fruit, to illustrate the charge given to the first
 pair.

Read "Social Purity" by Dr. and Mrs. Kellogg ;
 also the doctor's "Plain Facts," and "Teaching
 Truth," by Dr. Mary Wood-Allen, as a preparation for

answering the questions which the children may ask. Teach them so clearly that they will know how to question.

Do not fail to point out the fact of the Heavenly Father's care over the animal creation ; that the same life is in the fish, the fowl, the cattle and every creeping thing, that is in us ; the same watch-care is over them that is over us. Train the child to recognize his *brotherhood* to all the little creatures of the wood, the field, and the barn-yard. Then he will be able more easily to understand the obligation of kindness toward all God's creatures. Lead him to comprehend the responsibility of *dominion* : that it involves *gentleness* as a chief grace, that no one is capable of dominion who has not learned the gentleness of God. 2 Sam. 22 : 36.

MRS. S. M. I. HENRY.

A SHORT SERMON.

A LIFE of inactivity is a life of stagnation ; any faculty, any organ, withers up, shrivels into nothing, if in a state of inactivity. Brains are not scattered helter-skelter,—one with much, the other with little,—but their usefulness and development is bounded by their activity. Take the average school-child of six years, and with equal advantages the development should be equal, unless there be some pre-natal physical drawback. This of course does not apply to those exceptions called imbeciles. But it is a constantly recurring fact that one child far outstrips another in the race, and this outstripping is simply the result of careful concentration on what is put before the child.

It is a well-known fact that hands or feet, or any part of the body, cease to develop if not used, and this being true of these members, how much more is it true of the brain. Teach your children to think as well as to play, teach them to play those things which will make them think, and be sure you yourself think sufficiently well to answer the ten thousand questions your child will ask you. Curb in him instantly silly questions, or those that all of our children ask, simply to hear themselves talk ; but questions that mean something to them answer fully, never putting them off till another time if you can help it, for the bare fact of their asking should be proof to you that at that time, that very time, the little mind is in a peculiarly receptive state for that very piece of information, which if given at another time may fall on stony ground.

Think nothing of too little importance for your attention where your child is concerned. Many a mother who would blush to see a button off, or a pate needed, and have bitter twinges of conscience if she let her child go hungry, will yet suffer the better part of him to go naked, ragged, and starved, till he falls into the hands of some school-teacher, able or otherwise, where he must in a class learn all that which more fortunate little fellows have stored up at the mother's knee.

I have had mothers say to me, "But I have no education." To them I say, Open your eyes and tell your child what you see. You have not lived to the dignity of motherhood and been unable to see. I also say to them, Get information, get it on one subject ; but get it so you can impart it, and then go to work and get information on another subject. Then has come the reply as to having no time. To such I say, You find time to patch and darn,—lay aside that work for one hour each day, just one hour, and get and give information so that not your own brain only may have a chance to grow, but that the children you bring into the world, with never a question as to their willingness to come, shall have a fair chance. You would be very far from laming them, making them blind, or doing anything that should fail in the developing of the physical system, and yet you are willing all the time, not only not to develop the teeming brains, but persistently to dwarf them by your refusal or indifferent neglect to fit yourself to train them.

We have training schools for teachers, for cooks, for athletes, for everything under the sun. But the need of the hour is training-schools for mothers, since so few mothers esteem the training of their children as of moment enough for them to fit themselves for the work. To my mind the value of club life for women — I mean literary, historical, and such clubs — is in the fact that these women are getting knowledge, and having got it, can give it to their children. The well-equipped woman is not in need of club life. She needs no incentive to study ; her brain is not inactive. She enjoys, but does not need it. To her it is like any other diversion. But to the woman who will not improve herself, who will not read, whose faculties are dormant from long inactivity, to such a woman clubs are a necessity. It is her duty to join one, so that a fire may be kindled about her dead ashes of inactivity, to wake her up to do and be, and to make her fit for the dignity of motherhood.—*L. B. L., in Farmer's Home.*



FARM AND HOME HINTS.

(SELECTED.)

ROTATION in farm crops is one of the best remedies for insect pests, besides conserving the fertility of the soil.

CABBAGE and tomato seed should be sown in a box and covered lightly with fine earth. Keep them in a window till they are ready to transplant. Such plants are much more hardy than those grown in hotbeds.

AT least one good use has been found for tobacco. If the soil is moved down and away from the roots of orchard trees, and the full-grown tobacco plants are buried about four inches deep, they will kill the aphid or plant-louse.

IN setting fruit trees make the holes large enough to receive the expanded roots without cramping. Throw some of the surface soil into the bottom of the hole, and press the soil firmly around the tree. Do not put any strong barn-yard dressing in contact with the roots.

THIS is the season of the year to obtain a supply of small fruit plants for setting. No farmer can afford to be without an abundance of blackberries, currants, gooseberries, and strawberries. The tree fruits should also be in as large variety as possible, and to secure them no delay should be made in the setting.

WOOD ashes are one of the best fertilizers for strawberries. Where they are used, the foliage of such varieties as Marshall and Bederwood is not nearly as liable to rust. Many consider ashes a necessity in the fruit garden, not only for strawberries, but also for currants, raspberries, gooseberries, and blackberries.

AN improvised drill for iron can be made by putting a three-cornered file in an ordinary carpenter's brace. A hole of any size can be drilled by using large or small files and breaking off the end to the right shape. Put a little oil where the hole is wanted, and apply muscle. Such an outfit has been used to drill a hole through an inch and a half of solid iron.

GOOD plowing lies very close to the foundation of successful farming, upon which nearly all thorough and successful soil culture must rest. It is an operation which should never be performed carelessly; for, while it is often expensive to plow the ground thoroughly, it is even more so to permit the work to be done in a hurried and superficial manner.

NEWLY hatched chickens, especially if they come from an incubator, must be carefully handled. Dry hay or straw cut to one-quarter or one-half inch lengths is the best stuff in the world for bedding brooders. It is cheap, light, easily put in, and easily swept out. It absorbs moisture quickly, and it keeps the chicks clean, and the interior of the brooder dry.

IT is said that an improved variety of melons, squashes, pumpkins, etc., can be produced in this manner: Let the vines grow to about six feet; then at the fourth or fifth joint mellow the soil and cover the joint to a depth of two or three inches. In three or four weeks, if the vine has become well rooted, cut it between this joint and the original root. Try the experiment, and compare results with the normal plants.

NOW is a good time to start the incubator. The eggs must be selected with great care at this time of the year. If they become chilled they will not hatch. A good cellar is a good place for the incubator, as the heat can be kept more even. The only difficult thing about artificial hatching is the close attention required. While this is needed in all classes of business, it is especially true of the poultry and bee business. This is perhaps the reason women, as a rule, succeed better in these occupations than men.

GRAPE grafting should be done the last of April or the first of May. Remove the earth from the base of the vine, so as to place the graft five or six inches below the surface. Saw the body off, split, and insert a wedge-shaped graft the same as stock grafting in the tops of trees. The graft should be three or four eyes, or ten or twelve inches, long. When the graft is inserted, draw back the earth, leaving the end of the scion out of the ground one or two buds, or from four to six inches. Done in this way, the grafts seldom fail, and will send up a growth of ten to twelve feet in a season.

THERE is much work that can be done now, which, if neglected, must take time later to perform. Repair and paint in the spring every tool, every machine, every wagon, every useful article upon the farm. Have everything ready just where you can find it easily and quickly when needed for the farm work. We have pleasant spring days when the farmer can do his outside painting. Paint house, barn, tool shed, in fact all buildings exposed to weather. You will save much money in this way by saving general decay and depreciation of property, as well as make things look one hundred per cent. more attractive.

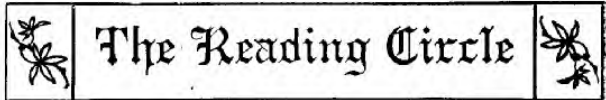
THE successful farmer is the one who plans his work ahead, and uses his time most economically.

EVERY boy born into the world should be put in the way of maintaining himself in honest independence. There are but three ways of living — by working, by begging, or by stealing. Every productive occupation which adds anything to the capital of mankind, if followed assiduously, with a desire to understand everything connected with it, is an ascending stair whose summit is nowhere, and from the ascending steps of which the horizon of knowledge perpetually enlarges. — *James Anthony Froude.*

TEST THE SEEDS.

THERE is no loss on the farm greater, perhaps, than that occasioned by the planting of inferior and poorly kept seeds. Seeds may grow and make a faint show of strength, but fail in the end of producing anything like a fair crop. Since the seeds are, as a rule, but a small proportion of the expense of producing a crop, no farmer or gardner can afford to use any sort which is not of the best in variety, quality, and vigor sufficient to make a strong growth.

All seeds should be tested in a little moist soil placed in a warm temperature, before the planting season arrives. Unless at least ninety per cent. of the seeds germinate and show vigorous sprouts, a new supply should be obtained, if a good crop is desired. Farmers can not be too careful in the selection and preservation of the seeds for future crops. Now is the time to test the seed corn, the small grain, and vegetable seeds for spring planting. Planting is often done too early in the season, before the ground becomes warm enough to sprout the seeds, and decay takes place instead of growth. — *The Farmers' Union.*



"THEORY AND PRACTISE."

QUESTIONS ON SEC. IV AND V OF CHAPTER X.

ARE you a strict "moral-suasionist"? Do you believe it is ever right for the teacher to inflict corporal punishment? Under what circumstances?

What is your judgment on solitary confinement? suspension? expulsion?

What are the possible advantages of delaying punishment?

Why should punishment be made effectual rather than frequent?

What reference does Page make to the French Revolution?

What is the best maxim of school discipline?

What is the difference between conduct and character?

CHAPTER XI.

What importance is connected with the first day of school?

How far did Page anticipate the modern (?) plan of the "alternation of studies"?

What four "general rules" are given for program-making?

Do you provide for "interruptions" in your school?

What is the best way to assign a lesson?

What are the most important considerations in examinations?

CHAPTER XII.

How and why should the teacher become acquainted with the parents of his pupils?

How can school visiting be encouraged?

What answer should be given to the question, "How does my child get along?"

CAN YOU?

IT is claimed that no one has yet been found who, without consulting a dictionary, can pronounce all these words correctly at first reading. Frequently ten to fifteen mistakes are made.

sacrilegious	bronchitis	finances
ally	lenient	Malay
calliope	malefactor	suite
calligraphy	matinee	sacrificable
forge	isolated	contents
débris	enervate	Belial
exhausted	deficit	comely
docile	Caucasian	coral
chameleon	coadjutor	extant
revolted	carbine	hymeneal
jugular	abdomen	squalor



Observations



THE value of a teacher depends upon his worth as a man, rather than upon his value as an instrument.—
Prof. W. H. Payne.

SOME readers of the EDUCATOR may be surprised that it has ever been thought advisable to teach the "common branches" from the Bible. But some earnest advocates of Christian education have been understood to hold that the Bible should be used as the text-book in every line of study. It seems to be the purpose of the article on page 149 to show that such a position is untenable when judged in the light of experience, and of the meaning commonly attached to the term "text-book." Probably it is true that no text-book is generally used in the best way.

It should also be understood that the EDUCATOR does not advocate the teaching of the Bible in the common public school, but only in schools that are established for giving a distinctively Christian education and taught by genuine Christian teachers.

THE reception given to the President's recent Cuban message illustrates the tendency of many people to think superficially rather than philosophically. They are impatient of any broad, far-reaching statement of the proper grounds for action, but demand *immediate action*. And the statesman who dares take time for careful thought and clear, explicit statement, runs the risk of having his effort more appreciated by posterity than by his contemporaries. It is easier to be brilliant, catchy, critical, or obstructive, than it is to be solid, far-seeing, philosophical, and constructive.

And these things may be an allegory of our educational reform movements. Our progress should be invariably toward what is evidently better. The more thought is bestowed upon how to act, and to what end, the more effective for good may the action itself be. There can never be too much right thinking before right acting, and one who influences public opinion directly or indirectly, can afford to be superficially considered even "metaphysical" rather than "practical," if his metaphysics, properly defined, is simply an unusually persistent effort to think clearly and consecutively from cause to effect. Happy the man who, with philosophical clearness of foresight, has therewithal the opportunity and the means to act effectively and benevolently.

ALL are citizens with one, two, or ten talents which ought to be cultivated. Every one has a right to know all he can know, to be all he can be, and to do all he can do. Culture does not unfit a man for labor anywhere.—*Bishop Vincent.*

It is a pleasing custom to pay tribute to the dead who have exerted in their lives a molding influence for the lasting good of mankind. Among the many memorials that have appeared in the periodical press on the life and work of Frances Willard, we have seen none more delicate, fitting, and inspiring than the following stanzas from her life-long co-worker, Mrs. S. M. I. Henry:—

We heard her pass; her eager step
Had such a dainty martial ring;
Yet she was shod with peace, and came
Good tidings of great joy to bring.
How beautiful, how beautiful,
Upon the mountains bare,
Her feet that brought Christ back to men
Who fainted with despair!

We saw her pass, all clad in white,
Which is the righteousness of saints;
And at the vision faith took heart,
And hushed were murmurs and complaints.
How selfish sorrow grew ashamed
Before the greatness of her love,
That, self-forgetting, drew us on—
The Christlikeness she was to prove.

So she has passed! and we bend low,
Like those who listen for a strain
Of music, that they hope to catch
Just once again, O, once again!
Just once again to hear her step;
Her voice, so like the Shepherd's own;
But she has passed, and listening,
We hear the voice of Christ alone.

Ah, she has passed! A friendly light,
Lent for a few dark, lonely miles
Of life's sad journey, to bring cheer
To those who safer walked the whites,
And, passing, she has left the mark
Of her firm foot upon the way
That He had trod before, who came
To guide us to Eternal Day.

So she has passed and left the place
She filled, empty of all but God.
No other form but Christ alone
We see upon the path she trod.
His voice alone we hear to-day,
Since hers to such strange silence fell;
And so we can but answer, "Lord,
Since thou art here, 'tis well, 'tis well."

“THE EDUCATIONAL PROBLEM.”

FOR several months the EDUCATOR has presented, under this heading, suggestions and observations on the general subject of the best course of study for the Christian college. These articles have not been offered with a didactic purpose; but rather to elicit constructive criticism in building up a complete statement of the principles of systematic Christian education. As a result of the suggestions and encouragement received, the EDUCATOR is now prepared to present a consecutive treatment of the entire subject.

The term “Christian education” needs to be clearly defined at the outset. With a proper conception of the difference between it and education in the ordinary sense, the keynote is sounded for the entire ascending scale of normal human development. But such a complete conception must be approached by progressive approximations. As stages toward it, we submit the following—

PRINCIPLES OF CHRISTIAN EDUCATION.

1. The fundamental object of Christian education is to know God as revealed in his word and works. The fundamental purpose of such education is the rendering of a better service to God through humanity.

2. The word of God should be studied as the record and criterion of all *truths* essential to man's well-being and salvation. And nature should be studied for the *facts* that exemplify and illustrate the truths of God's creative power and providential care.

3. Since man himself is the chief creation of God, next to the study of God the study of man should occupy the most prominent place in any system of Christian education.

4. Since the education of the individual is a process of unfolding from within, rather than of laying on from without, and since no two students are even approximately alike in capacities and requirements, all should as far as practicable receive an individual rather than a class education.

5. Since the purpose of right education is the bettering of others rather than the satisfaction of self, all educational processes should be conducted in accordance with the principle that “he is greatest who serves most.”

If these general principles are consented to, they lead naturally, if not necessarily, to certain corresponding—

DEDUCTIONS.

1. Bible and science study should go hand in hand, each complementing the other. The written word should be studied closely and systematically, and nature should be studied by observation in the fields, in agriculture, through object teaching, and in properly equipped laboratories.

2. As healthful living is the first concern of the individual, the science of physiology should be regarded as the foundation of, and introduction to, all the other natural sciences. The principles of sanitary reform should be recognized as obligatory upon both teachers and students, and systematic physical exercise and training should be required in all grades.

3. Since God is to be studied in his providences, history and philosophy should be thoroughly mastered; and since man is to be studied as the highest created being, careful attention should be given to his progressive development in civics, ethics, psychology, language, and education.

4. Since the period of systematic school instruction must always be short, in comparison with the sum of life's requirements and possibilities, needed time for the most important studies must be found in an economic concentration and correlation of all the branches necessary to be taught in the school system.

5. Since the student's practical effectiveness in service depends upon his ability to influence mankind, he should be given a thorough command of the instrumental studies,—reading, writing, spelling, arithmetic, business methods, drawing, composition, music, voice training, etc., along with practical exercise in philanthropic work.

The further development of these principles into their practical applications must be left to future articles, and to the collaboration of all educators who are in sympathy with such educational reform. But a word should be urged now as to the importance of fundamental considerations. Many are disposed to be impatient with any educational proposition that is not immediately presented in some visible, concrete manifestation. Ripened wheat is expected before the ground is prepared, the seed sown, or the method of culture determined.

Such persons seem to favor a let-alone policy, until negative or evil results are produced, and then they are loudest in demanding reform. But reform implies a better concept, better principles, and better methods. Every reform must begin with a definite concept of what is to be accomplished. This concept or ideal may be enlarged and improved by its later development in practise. In fact, the truth of the ideal can not be fully comprehended until it is tested by practise; but random, aimless practise never reaches the truth,—and all practise is aimless, or worse, that is not guided by an idea of the truth. Truth and fact are correlative phases of reality, each reacting upon and enlarging the other.

The application of these views to the present problem is easy. The right educational system should be laid out in thought as clearly as possible, and then the educator must hold himself responsible to revise and correct his thought whenever a right practise

proves it wrong or inadequate. This is the natural method in natural science.

But if the educator can start with a definite truth concerning man's nature and needs, he can be assured that it will always work out right if the proper methods are used. Fortunately, in Christian education, we may find at the outset definite fundamental truths that commend themselves to the intuitive acceptance of every normal mind. And so, submitting the subject to the fullest criticism, the immediate, practical question is, are the "Principles" herein suggested the fundamental principles of Christian education? And are the "Deductions" legitimately drawn from them?

These are questions that require co-operative solution. The EDUCATOR still solicits the assistance of all who will help. If it is moving in the right direction, lend a hand in pushing; if it is heading wrong, lead it right-ward.

PROSPECTUS.

THIS number of the EDUCATOR has been somewhat delayed in order to make definite announcements concerning an improvement to be made in its future issues. Our readers will be pleased to learn that, beginning with the next number, the EDUCATOR will have thirty-two pages, including cover, of the same size as at present.

A plan has been nearly matured by which the EDUCATOR and the *Youth's Instructor* shall hereafter work in co-operation with each other, the *Instructor* to continue as an illustrated weekly magazine for young people and students, while the EDUCATOR will be an illustrated monthly magazine for parents and teachers.

The *Instructor* has already acquired excellent standing as furnishing an attractive, elevating, and pure form of literature for young people in the home, and as supplementary reading in the schools. The only change anticipated in its conduct is to make it even more definitely attractive and useful in these lines by co-ordinating it with the EDUCATOR.

Several changes will be made in the EDUCATOR, all in the line of expanding it into a better medium for carrying out its original purpose. All along, our friends have seen that we have been crowded for space; we shall have more in the new arrangement. We have needed a department of practical sugges-

tions and methods for the schoolroom; an introduction of this is made in the present number. We have also needed space and the proper quality of paper for illustrations of the various subjects presented; we shall have both now. The EDUCATOR has also needed an attractive cover, in order to give it an equality in external appearance with other educational journals; in the new plan it will have a cover design identical with that of the *Instructor*, printed in plain black on white paper.

This similarity of appearance will fitly symbolize the close relation between the magazines; and wherever one goes, it will advertise and introduce the other. Both have been, and will continue to be, representative organs of the best Christian education. Each is a complement of the other, but is not a substitute for it. The EDUCATOR will bring parent and teacher into intelligent and sympathetic co-operation in training the young, both in school and in the home, while the *Instructor* puts into the hands of the youth themselves the means of improvement that are advocated by parent and teacher.

The combination of all these efforts to the same end gives an ideal condition for the highest success in a true, thorough education. And no other educational journals are doing, or attempting to do, this line of work. Our plan is unique, and the field has been hitherto unoccupied. With the assistance of our friends, the EDUCATOR and the *Instructor* should, and may, go into every home and school in the land.

But we only meant now quietly to prepare your minds for more specific announcements to be made later. We want an active, intelligent, persistent agent in every teachers' institute and school district in your State. We shall give you this opportunity if you convince us that you are just the one we need. We shall have to hear from you promptly. We are preparing a prospectus circular of both magazines, with full instructions and terms to our agents. We shall send this to you if your letter impresses us favorably. We should like to have you write at once, stating your age, general education, and the extent of your acquaintance or influence in the territory where you would prefer to work for the magazines.

Our May number, in the new form, will be issued as early as possible, and sample copies will be sent to you free with our circular, if your letter is favorable. Now is the time to prepare for the summer campaign. Our methods will be quiet and dignified, but we mean business. And we want you to share in it.

THE CHRISTIAN EDUCATOR.



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FRANK W. HOWE,

Editor.

NOTICE!

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AN ILLUSTRATED WEEKLY MAGAZINE



REVIEW AND HERALD PUBLISHING COMPANY, CHICAGO, BATTLE CREEK, MICHIGAN, ATLANTA

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? Queries for Students ?

1. What is the meaning of "explicit" and "implicit"? "metaphysics"? "approximations"? "stages"? "collaboration"? Derivation of "benevolent"?
2. Why is ammonia sometimes called "hartshorn"? Why is a "jack-knife" so called?
3. What is a "scion"? What are the two meanings of "alternation of studies"?
4. Who was Xantippe? Who is Bishop Vincent? Of what is he chancellor?
5. What is the distinction between "truth" and "fact"? Between "object" and "purpose"?
6. How do you pronounce—gooseberries, raspberries, gums, truths, usage? What is the pronunciation and meaning of the words listed on page 158?
7. Is there any better reason for the form "cannot" than for maynot, mightnot, couldnot, wouldnot, or isnot?

Every teacher and student who seeks a pleasant and profitable employment during vacation should carefully read our prospectus on the preceding page, and then send for the special circular announcement now in preparation. This is a grand opportunity to spread the principles of Christian education in the most attractive and effective form. Let us hear from you promptly.

SPRING IS HERE,

THE TIME FOR PLANTING YOUR GARDEN AND FLOWER SEEDS.

IT MATTERS NOT whether you have only a hanging-basket, a window-sill, a few square yards of ground in a city lot, or a whole farm at your command,—flowers will beautify it, and your own fresh garden vegetables are always better than can be bought in the market. At a small expense every home may blossom like the rose, every table be enriched by the choicest products of the soil.

Be tasty, intelligent, progressive; raise the finest fruits and vegetables, and have the handsomest flower garden in the neighborhood.

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The **Christian Educator** alone costs 40 cents a year; VICK'S ILLUSTRATED MONTHLY MAGAZINE, the famous authority on flowers, fruits, and vegetables, costs 50 cents a year alone; for a limited time we will send **both** one year for **only 50 cents**, either on renewals or new subscriptions.

The object of this remarkable offer is to help you, and also to increase the circulation of the EDUCATOR as rapidly as possible. We expect all our friends—parents, teachers, and students—to assist themselves and us in this effort.

Send Fifty Cents,
We Do the Rest.

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BATTLE CREEK, MICH.