

give peace and security to those that trust in Him and honor His day, that He will enlarge the capacity of His children throughout every church, throughout every Sabbath School in the land, so that obedience to the Lord's command, instead of being occasional, shall be universal, and from every church, and from every Sabbath School volunteers shall arise every day to go forth to the most distant lands and to spread the knowledge of the Gospel of the Son of God and the glorious power of this Day of the Lord to the ends of the earth, till all the darkness of the nations shall have been penetrated with this Divine light, and the whole earth shall be prepared for fulfilment of the promise that the whole earth shall be covered with the knowledge of God as the waters cover the sea. (Applause.)

The collection was then taken up.

Mr. H. P. Moore read the report of the business Committee in reference to changes in the programme, which were adopted.

After singing "Hiding in Thee," the President introduced Mrs. Frances R. Ford, of Troy, N. Y., as an expert in primary work.

Mrs. FORD spoke on "Child Study, in Home and Class." She said: Great minds are studying children to-day as naturalists heretofore have studied flies; and scientists, who have been investigating the habits of the bee or the butterfly, have at length turned to the study of childhood. The relation of the mother to child study is that of the gardener who nurtures and watches over his garden. He may be wholly ignorant of the science of botany, he may know nothing of its technical terms; but he must know plant-life from a practical standpoint, he must know when to cultivate the sprouting seed, that he may not detach or destroy any of the tender rootlets, and he must know what food in what proportion is best suited to the life of each plant. Then the gardener may aid in gathering data, which the botanist will study, and from which the laws which govern plant-life may be deduced. So the mother may aid the teacher and scientist as she jots down in a little book, set apart for that purpose, all the delightful incidents of every-day nursery life. The thoughtful mother should know what research is being made, that she may note this child development not in a careless or desultory way. She must study child nature as carefully as Prof. Prior, Miss Millicent Shinn, or Prof. Earle Barnes, or G. Stanley Hall have studied it. But what is the teacher's relation to this science? Of what benefit to the primary teacher is this study? "The child," to quote Froebel, "is a threefold unity," and as he brings his entire self to Sunday School, the primary teacher will find benefit in every phase of this study centred, of course, in the spiritual nature. I sometimes think that this study will revolutionize all our work. The work of child study in this country has been so original, varied and widespread, that to America belongs the honor of leading the world in an effort to build up this new science. Prof. Stanley Hall sent out to the teachers of the Public Schools in Boston a list of 123 questions regarding the

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