

Columbia Union Visitor

"THEY REHEARSED ALL THINGS THAT GOD HAD DONE WITH THEM"

Vol. 22

Mount Vernon, Ohio, May 3, 1917

No. 18

A Call to Consecration

Teachers and workers in every department of the Sabbath School work, I address you in the fear of God, and tell you that unless you have a living connection with God, and are often before Him in earnest prayer, you will not be able to do your work with heavenly wisdom, and win souls for Christ. The worker for God must be clothed with humility as with a garment. The Lord will recognize and bless the humble worker who has a teachable spirit, a reverential love for truth and righteousness, wherever such a worker may be. If you are thus, you will show a care for your scholars by making special efforts for their salvation. You will come close to them in loving sympathy, visiting them at their homes, learning their true condition by conversing with them concerning their experience in the things of God, and you will bear them in the arms of your faith to the throne of the Father.

It will do no good to reprimand, and accuse, and fret at your scholars when they manifest a spirit of unrest and mischievousness. Remember you are to be a patient laborer together with God, and that all heaven is interested in the work you are doing, and any part in the work of God means toil and travail of soul "Quit you like men, be strong." Ask of your master, who submitted to humiliation, and who endured the death of the cross, what He would have you to do. Take all your entrusted talents with you into the work, and put them out to the exchangers. Through the grace of Christ you will be able to do a precious work for the Master. The wealth of divine resources is at your command, and through prayer and faith you may lay hold on the promises of God, and appropriate them to your need. Consecrate yourself and your all to Him who hath loved you. Jesus says, "Herein is my Father glorified, that ye bear much fruit; so shall ye be My disciples." This means in the Sabbath School work as much as in the work of the minister. Now is the golden opportunity to sow precious seed that will spring up and bear fruit unto eternal life. Now you may be a sower of life unto life; for when you can impart to others truth that you have gained through a deep experience, it has a life-giving



"We all love the Sabbath School."

power that will impress hearts and draw them to Jesus. When Jesus is drawing, and His co-laborers are working in harmony with Him, hard indeed must be the heart that will not be impressed and subdued by the power of divine love.

MRS. E. G. WHITE.

Co-operation between the Home and Sabbath School

There is much that could be said about co-operation between the home and Sabbath School: much has been said in the past, and we find some splendid counsel given in the Testimonies on this subject. It will be difficult to say anything that has not been said in the past, and emphasized over and over, however, I believe it will be well to repeat some of the statements at this time, when sin and wickedness is at its meridian, when there seems to be special need of co-operation.

What is the chief object of the Sabbath School? To develop and train for service in the great vineyard of God, those who are interested in the salvation of mankind, and especially to train the children and youth to become acquainted

with the Word of God, in order to know the principles of genuine Christian living. Therefore, there must be co-operation between the home and the school.

There should be discipline and order in the Sabbath School. The children who attend these schools should prize the privileges they enjoy and should be required to observe the regulations of the school, and even greater care should be taken by the parents to see that their children have their scripture lessons, than is taken to see that their day school lessons are prepared. Test. Vol. 3, p. 188.

This can be done only as the lesson is taken up in the home each day for a half hour's study, or at the time of worship, morning or evening, or both. This is sometimes hard to do as the day's duties are pressing in and often we feel that we are not able to take the time, however, if we set our faces as a flint to "seek the kingdom of God and His righteousness first," all other things will be added, and time is one of the other things. If this is followed throughout the week, each member of the family will come up to the Sabbath with good lessons well prepared, and will take an interest in the recitation of

the same, in place of seeing how much fun and frolic they can have, while a few answer all the questions the teacher may ask.

Those who come for the fun they can have during the Sabbath School not only lose the good of the lesson, but keep other members of the school from receiving the good they otherwise would, and we as parents many times will be held accountable for the loss.

If parents and children see no necessity for this interest, then the children might better remain at home, for the Sabbath School will fail to prove a blessing to them." Test. Vol. 3.

It would be well for us as parents to visit the classes in which our children are, and see how they are being taught and how they deport themselves during the recitation. Some of us would be gratified to see how well our children are doing, while many of us would perhaps see the necessity of some special training at home.

Many of us leave our children to the entire care of the teacher during Sabbath School very much as the children of rich parents are left to the care of the nurse maid, and expect them to give the entire mold of their character. Thus we may see our children a little later in life going into the world, and have no interest for the work which the Lord wishes them to do, and we as parents will not only be disappointed, but held responsible to God for not co-operating with the school.

"Parents and children should work in harmony with the superintendent and teachers, thus giving evidence that they appreciate the labors put forth for them." Test. Vol. 3.

The superintendent can do all that a person in his position can do, and yet his school will be a failure, if the other members do not work hand in hand with him to make the school a success. If he be a wise worker, he will bring changes into the school which you or I may not entirely approve of or we may think unnecessary; nevertheless, we can not see the end from the beginning, and we should be willing to try and see his way, and if our children are asked to help by giving a recitation or song, we should enter heartily into the spirit of the occasion and see that the children learn well their part. Thus we as parents have a serious responsibility resting upon us, to co-operate with the teachers and superintendent of the Sabbath School.

We are not Christians unless we are willing to do as Christ did and let self be crucified daily, neither will we be ready for the reception of the Holy Spirit until we become all of one mind, which will always spell "Co-operation."

MRS. C. R. FAIRCHILD.

Possibilities of the Sabbath School Work

At present there are 5000 schools, located in all parts of the habitable world, with over 130,000 members studying the same lessons, which are adapted for old and young, and contributing in the last thirty-one years, \$2,500,000 to missions. Truly boundless possibilities are here. Thousands of little children, confiding, trustful, sit in the classes from Sabbath to Sabbath, at the age when they are the most susceptible to influences for good or evil, the age when the character is being molded for life. In many of the homes from which they come, the family altar is broken down, and there is a corresponding waning of faith in the truths of the Third Angel's Message, with slack living, and all too often jarring discord.

To the teacher comes the glorious privilege,—and with it the solemn responsibility,—of instilling in these tender minds, the simple, saving truths of the gospel, of leading them to the Saviour, and impressing upon their hearts the loyalty to principle, the faith and courage that made the Josephs and Daniels of old. And the child converted may touch the heart of the lukewarm or unconverted parent where the minister would fail. It will greatly assist the work for children, if the general exercises are made attractive and interesting for them.

Here is a class of boys, and another of girls who have reached the age when they sometimes know more than their teacher,—yes, and the superintendent, and the day school teacher, and father and mother all together. Subjected, perhaps, from their earliest years to the influence of the schools of the world and ungodly associates, many are indifferent to their spiritual welfare, absorbed with novel reading, fashions, and frivolous pleasures.

Good, bad, and indifferent, these youth are with us today. Tomorrow they will take their places as standard bearers in the ranks of God's people, or step out into the world, into the paths that lead to eternal destruction. The soul of one of these dear young people is of more value in the sight of heaven than all the treasures of the world. Do the efforts that we put forth as Sabbath School workers and parents for their salvation indicate to the watching universe that we sense the possibilities and our accountability to God? There is need of a greater burden for souls, of more definite effort both in the Sabbath School and out. There must be personal, sympathetic, heart-to-heart work with the individual pupil. Tact and wisdom from above are required to do this work acceptably. Earnest, persevering efforts should be put forth even for the most unpromising. Who knows but that

wayward boy may prove a John Bunyan, bringing thousands to a saving knowledge of the gospel? or that wild, apparently hopeless girl may be another Mary Magdalene, loving most because forgiven most, and foremost in telling of a risen Saviour? Is there not a lack somewhere when a class composed largely of unconverted young people listen Sabbath after Sabbath for a whole year to the sound of the teacher's voice, and not one turns to God?

Passing to the senior department we find some who are enduring bitter persecution in their own homes. Others are being severely tried in various ways, while here and there is one whose love is waxing cold or who is about to give up the struggle in despair. What a golden opportunity to speak a word in season to him that is weary! How often it is passed by unimproved, unheeded, while the class is fed upon the chaff of speculative theories, or the vital spark in some fainting soul is extinguished by heated controversies over foolish and unlearned questions.

That brother who has been marked absent for several weeks might not have been working on the Sabbath today, if the teacher had kept in sympathetic touch with his circumstances, and been prepared to make a practical application of the lesson to his particular case. That sister might never have yielded to the opposition of her husband if words fitly spoken by a spirit-led teacher had filled her heart with hope and courage, and an atmosphere of love and harmony pervading the school had renewed her drooping spirit.

Not the least important feature of the Sabbath School is the study of the Scriptures. The lessons are designed to cover in a few years the general field of Bible facts and doctrines. Think of what will be accomplished if ever we can get the 130,000 members of our schools to make a careful daily study of the lesson, and to attend regularly. The home department, too, could greatly increase both the numbers and the good accomplished if proper attention were given to the isolated and the afflicted, the ones who most need encouragement.

The delusions and perils of the last days are upon us, and the Scriptures are our only safeguard. They alone will fortify us against the overwhelming deceptions of Satan which are sweeping the whole world to ruin. Old and young must study the words of eternal life as never before. We must know for ourselves what is truth and what is not; and not only must we know for ourselves, but must be ready to give to every man a reason for the hope that is in us with meekness and fear.

The converted member of the Sabbath School who knows the truth is under obligation to improve every opportunity to give the truth to friends and neighbors and all with whom he comes in contact, if he would clear his own skirts of their blood. Those who do faithful work both in and out of the school are gaining an experience that will make them pillars in the church; and to them our colleges, conferences, and mission fields will look for recruits, for the Sabbath School is the nursery of all.

Nor do the mission fields look to the Sabbath School for recruits only. In the last three years a million and a half dollars contributed by our Sabbath Schools went to missions enough to pay the transportation and support for one year of 1500 missionaries,—a suggestion of what will be done when all our people do their best.

In fact, the success of the school in every line depends not on the superintendent alone, but on the hearty co-operation of every member. Think what the results would be if in all our schools we adopt the following as

OUR AIM

1. Every one present every Sabbath.
2. On time.
3. With his Bible.
4. With a liberal offering.
5. With a studied lesson.
6. With a spirit of reverence.
7. With a mind to learn.

Shall we not each resolve to do our best to make the Sabbath School a still more powerful agency for the advancement of the cause of God?

MABEL K. MOFFETT.

Problems to be Solved

"I'm in a real dilemma," ran a letter from a Sabbath School superintendent, recently. "Can you help me out? Our membership and attendance has dropped off terribly the past few months. I really don't understand it. What can I do?" Then the letter went on to tell of lack of interest and a growing dissatisfaction in the school. This was a problem, surely.

When a physician is called to prescribe for a case, he first tries to discover the cause of the trouble, doesn't he? Perhaps he feels the pulse, takes the temperature, inquires into the patient's way of living, and so on. Then when he understands something about the difficulty, he can more intelligently give his prescription. Why shouldn't we try somewhat the same plan in solving our Sabbath school troubles? When a real problem like the one mentioned in this superintendent's letter arises, why not call officers and teachers together, inaugurate

a "finding out" campaign, with a determination to act on what they find.

Suppose we were to ask some of the non-attendants just why they had ceased to attend the Sabbath School. What do you suppose they would have to say?

"I don't come any more," says one, "because the Sabbath School doesn't interest me. It never opens on time. There is always the same set form of things, and I grew tired of it. The superintendent nagged, nagged, nagged about offerings and tardiness. The dreary routine of things got on my nerves, so now I just stay at home and study my lesson quietly by myself. Of course, I attend church."

Is there a remedy for this state of things? Most assuredly, Mr. Superintendent, if this description fits your school, take yourself in hand. Begin on time, even though there aren't more than four or five present, and if you adhere to your determination, your members will soon follow suit. Are your exercises formal and uninteresting? You can change that; study the Sabbath School Worker and make its suggestions your own. Plan for your Sabbath School at home during the week, studying the lesson thoroughly, carefully selecting appropriate songs, arranging your weekly five-minute exercises, planning for the Thirteenth Sabbath talks, and the like. File your Workers, so that you can have them to refer to in your work. They are invaluable; and above all things, dear superintendent, don't scold! It never pays. Be cheerful, be enthusiastic; it is infectious, and will brighten up the whole school. When you have suggestions to make, a tactful, cheery way of doing it will bring results.

"I don't attend any more," confesses a delinquent, "because no one ever notices me, or cares whether I'm there or not, so I just stay away."

Now perhaps, this type of person, is oversensitive, but even so, isn't it the duty of Sabbath School officers and members to be cordial and friendly, especially to timid, backward members? A pleasant smile, a kindly greeting, a hearty handshake,—don't forget these, for they are worth millions, though they don't cost a cent! And when members are absent,—then, teachers, visit them or send them a "we miss you" card. Show them that you love them. There isn't enough love in our Sabbath Schools. It will solve many a problem; we need more of it.

"And my reason," says another non-attendant, "is that I have moved too far out in the country to attend regularly, though I do love the Sabbath School and I miss it."

Here is an opportunity to secure a Home Department member. Don't fail to improve it. Carefully follow up and

encourage such scattered ones. It will be a blessing to them, and to the Sabbath School, too. Secure Home Department leaflets and envelopes, and study up how to go about the work. It requires tact, but it is so worth while.

"I don't go," another absentee admits, "because I don't like the way our lesson is taught. The teacher just preaches to us. Sometimes when he begins the lesson, he tells us that he hasn't looked at it. He gives us no new ideas, and never seems to get the spiritual truths out of the lesson. One does not like to spend a half hour listening to a man like that."

Isn't it a shame, isn't it almost unbelievable, that one who calls himself a teacher, should have so little idea of the sacredness of his position? "Such a person doesn't deserve the name of teacher," you exclaim. True, and yet we have such teachers in some of our Sabbath Schools. Unless they reform, they will be responsible for the loss of Sabbath School members, and perhaps of souls. May God help such to right about face.

Then there is the little woman who has a large family of children, and then other burdens are added unexpectedly, perhaps that make it almost impossible for her to get everything done in time for her to attend the Sabbath School. A teacher, after discovering the cause of her absence, might do a bit of missionary work, as did a woman of whom I heard: this true Christian woman arose at 5:00 A. M. Sabbath morning, got her husband, who was not an Adventist, off to work, dressed her children, and did her other necessary work, then went to the home of a friend who was overburdened, and helped her to dress her little flock, and by Sabbath School time had piloted the whole company to their accustomed places in the school. They were always on time, always present. Don't you think that "personal work for every pupil" might sometimes include some such helpful deed as this? If we were deeply in earnest with our object, the salvation of souls, nothing would be too much trouble would it?

Then the children need encouragement, too, if you are to secure a regular attendance, though they usually love to attend the Sabbath School, no matter what it is like, bless their hearts. Have them up to the front seats where you can keep an eye on them. Address some of your remarks to them. Call on them for the memory verse, or for a song. They will be quiet and attentive, if interested. When they march out of their classroom, let it be done in order, and in time to music. All of these things, have their influence. Little things, you say, yes, but it is the trifles that make for perfection.

E. IDEN.

The Home Department

How may our isolated Sabbath-keepers be kept closely in touch with the message and work for this time? The need of these isolated parents and children receiving the benefits derived from the study of God's Word is surely no less than those who attend Sabbath School regularly. If our brethren and sisters, who are associated together, need help and encouragement in order to keep pace with the message, certainly those who are alone need it more. The real object of the Sabbath School is the study of the Bible. Every one needs the blessing to be derived from the Sabbath School lessons and think of the knowledge that may be gained by a thorough, systematic study covering a number of years.

Hanging on the wall in the conference office is a large map of the world. Here and there all over its surface are tacks which mark our mission stations. Near it hangs another map. This is of Ohio and the tacks mark the homes of our isolated members. I like to think of these homes as mission stations from which rays of light are shining forth to those around,—homes to which the people may look for a standard of righteousness. Wherever a Sabbath keeping family is located, a family Sabbath School should be organized and reported to the state secretary. Do not think because your class is small that it is not worthy of all the zeal and energy of which you are capable. Christ taught a class of one,—the woman of Samaria,— with intense earnestness, giving His best instructions in the plainest, most attractive way. Do not forget that Christ has not placed families in rural districts and towns where there are not others of our faith, without a purpose. He intends that each one is to be a missionary in His community, and, unless he is faithful to his trust, he will be expelled from the presence of his Master as was the "wicked and slothful servant."

The warning of the neighbors is not the only purpose of the family school. We are told that "we must patiently educate the children and youth to feel that they are required of God to be missionaries." "Young men and women are to come forth from our Sabbath Schools and colleges to become missionaries for God." It will not be long until your boy or girl may be called upon to stand as a witness for truth before the world. Are you acting faithfully your part to prepare them for such an experience?

There are within easy reach of most of our churches those who for various reasons cannot be connected with the Sabbath School. In many homes there are sick ones to be cared for, young children and aged people who need at-

attention; those who are isolated because of such circumstances greatly appreciate the plan that enables them to still be members of the Sabbath School.

It is very easy to organize a Home Department. Simply persuade some one to study the Sabbath School lesson regularly and you have your department started. This department should be considered a part of the Sabbath School as much as the junior or primary depart-



ment and should be given as care-dearful attention. If the school is a large one, a secretary should be appointed to take charge of the department, but wherever it is practicable, the officers of the Sabbath School act in the same capacity as in the other departments. Visitors should be appointed to meet with each member frequently, those should be selected who can carry a large amount of inspiration and courage with them as well as the necessary Home Department supplies. Home Department visitors should report to the Home Department secretary of the Sabbath School, and she in turn to the state secretary.

If your Sabbath School does not have a Home department, organize one at once, for the link which connects these isolated ones to the main body becomes more important as time goes on. The lonely ones among us need the counsel, comfort, and encouragement that may be theirs through the Home Department.

GOLDIE E. HIXON.

"Tardiness is the vice of many schools. A tardy scholar or teacher harms himself, but he does a greater harm to the school."

Sabbath School Teachers as Personal Workers

Socrates said: "My whole employment is to persuade the young and old not to entertain too much love for the body, for riches, and all other precious things, of whatsoever nature they be; but to let their principal regard be for the soul, which ought to be the chief object of their affection."

Dare I say that I fear most people give more time to seeking their own pleasure,—how they may be clothed, what they may eat, and their own interests in general,—than to regard the soul; and a real genuine love for humanity is after all very rare. Yet the reward and compensation is great to those who carry a burden for others. Those who have experienced the joy of being of use, of being a comfort, of being a real help, see the results of their own effort and understand the joy of their ministry. "It is one thing to give to the poor, to belong to an institution that helps the poor, to organize charity among the poor; but it is quite another thing to love the poor."

In all our activities in the Sabbath School our one and only object should be to win souls, if we should be successful. Our part as teachers must be a redemptive work,—that which draws the burdened heart away from earth's sorrows and centers it on Him who went about doing good. That which our Lord regarded as worthy of His best efforts should not be treated lightly by His followers. The teacher's commission is from God, and his place of usefulness is becoming more and more recognized by the church. The responsibility is great and the vocation sacred. To be responsible for human souls is the greatest work given to man.

The tool with which we gain our objective is love. Without love there is no true work on character. Love walks along life's way with gentle step and strews its path with flowers. Love's portrait is drawn for us in wonderful line in St. Paul's Corinthian letter: "Love suffereth long, and is kind; love it never faileth." Thus love is always building up. It puts some line of beauty on every life it touches. It gives hope and courage. It has time for unselfish service in its busiest days,—time for doing the work of Christ. It puts the teacher in the place of the scholar. She sees with his eyes, hears with his ears, grasps thoughts with his mind; if his mentality is low, it is made strong in her's, as she will adjust the lesson matter to fit his case, thus giving him practical thoughts. She will plan to draw the scholar out, and help him to express his version of the Scripture. She will continually devise plans to educate him in the things of God, and thus win his soul.

The half hour given for the lesson is a time of great opportunity. Thirty minutes out of a whole week looks small; but consider how many forces for good converge upon it, and you will have a new vision. These few minutes may be the only time in the entire week that many of your pupils hear one word of the Bible. The use of Bibles in the class is of first importance. In having it in the hands of the children, it trains them to read and be familiar in the use of it. The lesson should be read verse by verse and every effort made to give impressiveness to it as the Word of God. God has designed that His Word should be a lamp to us in this world of darkness, sin, and death. "Thou hast magnified Thy word above all Thy name." Ps. 138:2. It is of vital importance that the teacher should teach the word, not something about the Word. Souls are lost, not because they are ignorant of theories, but for the lack of knowledge of the Word of God. Lee, in his History of the Inquisition, shows conclusively that the decline of the spiritual life of the church was attributed to the neglect of its educational function. The Divine Injunction is, "Study to show thyself approved unto God, a workman that needeth not to be ashamed," and this means that teachers must study if they would win souls.

There is a personal touch which gives power to our work and really can not be dispensed with. Religion is a practical thing. It brings sunshine, hope and courage when it is seen in the lives of those who teach it. There is a wooing and drawing power that can not be resisted. We must manifest a spirit of unselfishness. Take some time from your week-day activities to visit your pupils in their homes. The good Shepherd knows His sheep, and finds pasture for them. The teacher must be a companion, friend and overseer. Study your pupils, try in every way to meet their needs, and do not fail to make them feel that you love them, always remembering that the little things have weight.

"The little common things of life—
A kindly word a little trust,
A friendly smile amidst the strife
That crushes souls into the dust.

"A flower for some tired eyes,
Or music for a weary heart—
Just little things, not any size
But, oh, the sweetness they impart!"

"Parents and teachers should seek to impress the mind of the children from their earliest years with the importance of salvation." There is a broad field in the Sabbath School work that needs to be cultivated. We must train workers for the cause we love so much. But this cannot be done by the teacher unless her

own soul has been enriched by the message she wishes to teach.

"Thou must be true thyself
If thou the truth would'st teach
Thy soul must overflow
If thou another's soul would'st reach
It needs the overflowing heart
To give the lips full speech."

MRS. MAUD HARTER.

The Sabbath School Training Course

Teachers! Attention!
Remember your high calling.
Aim to pattern after the Great Teacher.
Increase your talent by study.
Never slight the Sabbath School work,

FOR

Souls must be saved.
Each pupil is influenced by you.
Recruits must be trained for service.
Victory is promised to the faithful worker.
Ill-prepared workmen never succeed.
Christ died to save your class.
Every moment counts in this closing message.

A teacher is needed for our junior class of boys, or it may be that it is the kindergarten class that has lost its teacher. Who shall be asked to take up the responsibility connected with this branch of the Sabbath School work? Who will reply, "Lord, here am I, use me?" It is a sad fact that many shirk from such service. Excuses of incapability, lack of time, timidity, etc., are quickly forthcoming. Too often they are true. It is no unimportant task that confronts the superintendent and his associates as they arrange the different classes and provide suitable teachers for them.

God is calling for earnest men and women to take up the Sabbath School work and devote their lives to this service seeking in every way to raise the Sabbath School to the place where it rightfully belongs. Especially to the young people is this call given, and we are told through the Spirit of Prophecy that, "We should see a different state of affairs if a number of consecrated young persons would devote themselves to the Sabbath School work, taking pains to educate themselves, and then to instruct others as to the best methods to be employed in leading souls to Christ. This is a line of work that brings returns."

We may sense our weakness as we study the needs of our pupils, but as this drives us to renewed efforts in preparation for the work before us, we will find that we are blessed by doing. Here is an example of what training for service will do for a teacher. A few years ago, an earnest young woman was asked to take charge of a small kindergarten class. She hesitated be-

cause she felt her lack of experience; but after the task was accepted, she began at once to study earnestly ways and means by which the Sabbath School might be made bright and attractive to them. Next came a call to take a class of older children. The struggle with timidity began once more, but with the determination to do her best to win them for Christ. Deeper study was given to the lessons; every help that she could find was brought into use. The lives and homes of her pupils were considered and methods of awakening their attention and interest were studied. The loving, faithful efforts brought success, and today young people instinctively turn to her for help and counsel. Many a foot that was about to slip has been stayed as the guiding hand was held out to check the wayward boy or girl.

What she has done can be done by us, if we follow the same plan. Carelessness and indifference will not win souls for Christ. We are told that our success will depend upon the nearness with which we follow the example set us by our Saviour. The secret of winning our pupils is found in the word, "Reflect Him." As I think of this, it is with renewed interest that I turn to our reading course for this year. While we have our Bibles and splendid books containing the life of the Master, yet in "Learning to Teach from the Master Teacher," we find the principles governing His life taken up from the standpoint of a teacher. Here we find His methods of teaching adapted to our classes; the secret of His success; ways of meeting difficulties and of overcoming discouragement; the power of enthusiasm, and the result of throwing the whole life into service for others.

As we rally for better and more consecrated service in the Sabbath School, let us take up these helps that have been provided by our leaders. Too few are availing themselves of this privilege. Every teacher should be using the "Worker" and "Learning to Teach from the Master Teacher."

"Study to show thyself approved unto God, a workman that needeth not to be ashamed."
BESSIE E. ACTON.

NOTICE

The Sabbath Workers' Training Course is outlined in the Sabbath School Worker, the subscription price of which is 60 cents per year for a single copy, two or more copies to one address, 45 cents. In connection with this, the book "Learning to teach from the Master Teacher," by John A. Marquis, is used. The price of this book is 35 cents.

It is not too late to start this course and every Sabbath School teacher should take it.

Mission Offerings

The Lord through His servant has said, "The Sabbath School should be one of the greatest instrumentalities, and the most effectual, in winning souls to Christ." While our Sabbath Schools are the means of saving many who attend, yet they have a broader work, a wider influence. They save souls in foreign lands by giving liberal offerings, and by supplying experienced workers to hold up the standard of truth there.

Our Sabbath Schools are giving on an average of over a thousand dollars a day to Missions. The growth of Sabbath School offerings from the period of penny boxes to the present time is most encouraging, but we can do still better.

Every school should set a financial goal to be reached each quarter, and strive to keep even steps towards it each Sabbath. That devices for increasing Sabbath School offerings have proved helpful, all who have used them will agree.

One of our schools last quarter used a chart on which was drawn a bunch of grapes. Each Sabbath a grape was added for every dollar given. At the close of the quarter there was a large bunch of grapes on the vine, and underneath a basket which had also been filled. The offerings were almost double those of the previous quarter when no special device was used.

Thermometers, clocks, charts, etc., whichever can be best adapted to the school, should be used to increase the interest in giving. The children can have a part, and will be glad to fall in line with plans laid for them to get money. They can have missionary gardens, sell papers, run errands, etc., and will be glad to give the money they have earned if they are interested in the work. Parents should co-operate with the officers of the school in enlisting the children for service.

The day of the Thirteenth Sabbath offering is looked forward to with the deepest interest, and definite planning should be done to raise means for the special offering. To get money for this offering Penny Savers may be used to advantage. These are made of stiff paper folded in inch widths. They are one foot in length. In each Saver are sixteen pockets or slots in which to place the pennies. Printed on them are the words, "Help Collect a Mile of Pennies. Sixteen Pennies to a foot." These should be given out at the beginning of the quarter, and each member asked to fill their Penny Saver and bring it to Sabbath School. It is then returned to them to be re-filled. The money received in this way should not be included in the regular weekly offering, but added to the thirteenth Sabbath offering at the close of the quarter. In one instance one hundred Penny Savers brought in \$36.00 in

less than three months. The children delight to fill these, and are seldom refused by anyone when presenting their Saver for a penny for Missions. Adults in the schools also use them. The Penny Savers can be gotten from the Woolverton Printing Co., Osage, Iowa. They cost one cent each when lots of less than 500 are ordered.

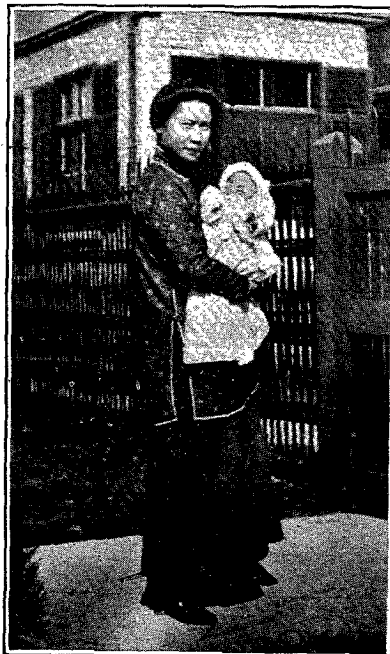
A short program may be arranged for the Thirteenth Sabbath, consisting of appropriate songs and sketches of the fields under consideration, which the intermediate pupils themselves can write up, especially if they are attending a church school. Such exercises always interest the children, and the parents are sure to listen more attentively as their children manifest a greater knowledge of the mission fields than they themselves had obtained. The knowledge of missions gained by studying the various fields will fill one with a desire to give larger offerings.

Self-denial will characterize God's people in this closing work. In regard to this, we have definite instruction from the Lord as follows:—

"Every church member should cherish a spirit of sacrifice. In every home there should be taught lessons of self-denial. Fathers and mothers, teach your children to economize. Encourage them to save their pennies for missionary work. Spend as little as possible upon yourselves. . . . The small sum saved by deeds of sacrifice will do more for the upbuilding of the cause of God than larger gifts will accomplish that have not called for self-denial."

May God bless the work the Sabbath Schools are doing in giving for the greatest and grandest work there is today.

MINNIE E. DAUPHINEE.



Plans for Increasing Interest in Lesson Study

"Angels are all round about those who are willing to be taught in divine things; and in the time of great necessity, they will bring to their remembrance the very truths that are needed." The teaching of Christ must previously have been stored in the mind in order for the Spirit of God to bring them to our remembrance. "Thy word have I hid in mine heart," said David, "that I might not sin against thee." To Timothy it was said, "from a child thou hast known the Holy Scriptures which are able to make thee wise unto salvation."

The Sabbath School lessons have been planned in the providence of God to help us to become acquainted with divine truths. When Jesus was on this earth He taught in such a way that His teachings were both easily understood and interesting. He gathered the spiritual teachings from all the surroundings of daily life so that the people could comprehend the riches of the truths He designed to teach them.

The preparation and plans for the lesson study is made day by day in searching the truths of God's word with earnest prayer, to get the spiritual teachings that come naturally out of the lesson. If the teachers will be thoroughly acquainted with the lesson and have plenty of simple questions as to facts as stated in the lesson and compare them with things of nature as did Christ in His teaching, they would have both an interesting and profitable class. Long tedious remarks should be avoided and short remarks take their place. The best plan is diligent search of the lesson. If we do this God will give us wisdom and knowledge at the most needed time. PHOEBE ELLWANGER.

Rally Day Program

MORNING SESSION

Hymn
 Prayer
 Music Special
 Address Superintendent
 Why We Need the Sabbath School
 Music Special
 Recitation
 What the Sabbath School Needs from Us
 Recitation A Sabbath School
 The Sabbath School Lesson
 (How, when and why it should be studied)
 Mission exercise
 (On China)
 The True Teacher
 Song

(AFTERNOON SESSION)

Hymn
 Prayer

Music	Special
Reading	A Call to Consecration
	Mrs. E. G. White
Co-operation between the Home and Sabbath School	
Recitation	The Sacrifice
Song	Stop and Think
Methods that Make Marked Progress in Sabbath School Work	
Discussion	
Personal Workers in Sabbath School	
Re-United Effort to Strengthen our Sabbath Schools	Conf. Sec'y
Music	

OHIO

News Notes

June 2 has been set aside for "Rally Day" among Ohio Sabbath Schools. As leaders and teachers we must go to work at once that it may be "Rally Day" in deed and in truth. Cheery letters of invitation to the isolated and stay-at-homes should be sent out. Prayer and counsel should be had that the best results may be obtained.

Has your Sabbath School formed the habit of the daily study of the lesson? One of our enthusiastic teachers surprised her class the other month by requesting them to all close their Bibles during the class period. The first Sabbath's experience was apparently a failure, but they had been thoroughly aroused and good lessons followed.

On the honor roll giving at least 15 cents per church member each Sabbath during the quarter.

1. New Philadelphia	\$.40
2. Barberton	.30
3. Delta	.29
4. Ravenna	.24
5. Warren	.23
6. Pleasant Hill	.22
7. Alliance	.20
8. Cannan	.20
9. Ashtabula	.18
10. Marion	.17
11. East Liverpool	.16
12. Youngstown	.16
13. Mansfield	.15
14. Cleveland (Eng.)	.15

You are writing a Gospel,
A chapter each day.
By deeds that you do,
By words that you say.
Men read what you write,
Whether faithless or true.
Say! What is that Gospel according to you?

—The Expositor.

WEST PENNSYLVANIA

News Notes

The following comparison shows at a glance the increase in Sabbath School offerings over the report for one year ago.

1917 First Quarter	\$1309.35
1916 First Quarter	1100.86
Increase	208.49

At the close of 1916 we had 42 schools with a membership of 829. \$5014.97 was the amount of mission offering for the year, \$1522.94 of this being the amount of the four thirteenth Sabbath offerings.

About fifty persons are taking the Sabbath School Workers' Training Course for 1917. We hope most of these will secure a certificate at the close of the year.

Every teacher in the Pittsburgh No. 2 Sabbath School is taking the Sabbath School Workers' Training Course. They meet for study an hour before Sabbath School each week.

We are sorry to report the death of one of our Home department members, Sister Jane Ness, who passed away recently at her home in Anita, Pa.

NEW JERSEY

Notes of Courage from Our New Jersey Sabbath Schools

Did you know that just two years ago our Sabbath School membership was 958? Today it is 1315. Our offerings were \$939.91 for the first quarter of 1915. This past quarter they were \$1349.58. In round numbers, there has been a \$400 gain in the quarterly offering; a gain of 350 in membership.

Would you like to know something about some of the "largest" things reported this past quarter? It is interesting to note them. Trenton Sabbath School has the largest membership of any of our Sabbath Schools: 120, including Home Department members. Camden Sabbath School reports the largest quarterly offering of any of our Sabbath Schools: \$136.36. Paterson has the largest Training Course Class: 16. The Newark German Sabbath School showed the highest weekly average in its gifts to missions; they averaged 29 cents per member. Englewood averaged 28 cents per member. These are splendid records for both, I think, don't you?

We have a variety of nationalities represented in our conference. There are three German Sabbath Schools, two colored, one Danish-Norwegian, one Swedish, and one Slavish-Bohemian, besides thirty-three other schools, making a total of forty schools in all.

Sister Kathrine Williams, one of our faithful Conference Home Department members, wrote recently of her courage in the Lord, and besides sending her regular weekly offerings for the quarter, inclosed \$1.00 for the Thirteenth Sabbath Offering, —an example worthy of emulation, surely.

One little Rockaway girl earned \$5.00 for the thirteenth Sabbath last quarter by selling eggs and chickens. Doesn't that sound good?

New Jersey was afraid that its name would have to be taken off the Honorable Mention Roll in the "Worker" for the first quarter of 1917, for our basis of membership used in computing the offerings per capita had to be increased 130 members at the beginning of the new year. Yet we are happy to report that in spite of this, New Jersey is still able to be included among those conferences giving ten cents per member to missions weekly.

In two of our little home Sabbath Schools, Lafayette and Asbury Park, the attendance was 100 per cent for the last quarter. Can you outdo that record?

District of Columbia

On the Thirteenth Sabbath of the first quarter of 1917, a short but pleasing program was rendered by the Takoma Park Sabbath School, nearly all divisions taking part. Since the object of the offering for the day was our missions in Africa, a bit of reality was added to the program by having three children from one of the churches of colored believers in Washington assist. Especially appealing was a recitation given by one of these, a little girl. As she voiced the call of thousands and thousands of dark-skinned children of far away Africa for the light of the gospel, hearts were touched by her message.

Members of the Capitol Hill, D. C. Sabbath School are united in striving to reach the goal of the "Three Cherries" believing them to be in harmony with the mind of God, and for the advancement of "personal preparedness" for the great events of the future.

Literature is being sold and donations solicited to help in filling our "Chinese Church." Much enthusiasm is manifested as the converts walk in and take their seats.

COLUMBIA UNION VISITOR

OFFICIAL ORGAN OF THE

COLUMBIA UNION CONFERENCE

of the Seventh-day Adventists
ISSUED FIFTY TIMES A YEAR

BY THE

Mount Vernon College Press
Mount Vernon, Ohio

Price, 50 Cents a Year in Advance

EMMA SILBER - - - EDITOR

Entered as second-class matter March 25,
1908, at the post-office at Mount Vernon, O.,
under the Act of Congress of March 3, 1879.Address all subscriptions and make all
money orders payable to your tract society.*The check mark here indicates that
your subscription has expired. Kindly
renew at once.*

Stop and Think

(Tune, No. 568, "Christ in Song.")

When you shake your downy pillows,
And "make up" your dainty beds,
Do you ever think of others
Who have wood beneath their heads?
Little sisters who are bartered—
Some, when only three years old—
For a string of heavy coppers,
Or a bit of shiny gold?

CHORUS:

Oh, stop and think a moment,
Oh, stop and think a moment,
Oh, stop and think a moment,
Of our sisters, over there!

When you ruck the baby brother
In his little crib at night,
Do you ever think of boyhood
Where there is no gospel light,
Where, to cheat the evil spirits,
Mothers call their boy a "Flea,"
Or a "Louse," or something hateful,
Just so they will let them be?

CHORUS:

Oh, stop and think a moment,
Oh, stop and think a moment,
Oh, stop and think a moment,
Of our brothers, over there!

When your dear ones toss with fever,
And you cool their aching head,
Do you ever think of China
With its dying and its dead,
How they do not know the Saviour,
Or upon His name believe,
But to heal from plague and sickness
Carry dead rats in their sleeve!

CHORUS:

Oh, stop and pray for China,
Oh, stop and pray for China,
Oh, stop and pray for China,
Pray for China, over there!

In the fields, and in the cities,
On canals, and by the roads,
Both in palaces and hovels,
Countless heathen have abodes;
On the plains, and in the valleys,
There are heathen, over there,
In the caves, and in the mountains,
Heathen, heathen, everywhere!

CHORUS:

Oh, stop and give a dollar,
Oh, stop and give a dollar,
Oh, stop and give a dollar,
For the heathen, over there!

—Mrs. J. P. Moser.

Advertisements

Approved advertisements will be published
in the VISITOR at the rate of twenty-five cents
for twenty words or less, and one cent for each
additional word. Each group of initials or fig-
ures counts as one word. Cash and reference
must accompany copy for all advertisements.

Stolen:—Several hours of the Sabbath
by persons who failed to attend Sabbath
School or church service.

Missing:—Last Sabbath—several fami-
lies from Sabbath School.

Strayed:—A number of lambs that
were last seen in the direction of No Sab-
bath School Lane.

Mislaid:—A quantity of coins—mostly
silver—which did not find their way into
the offering for missions.

Lost:—Several boys and girls who were
last seen on their way to Prodigal Town.
Supposed to have started on that road for
lack of interest in their welfare and a
word of encouragement from the older
people.

Important:—Any person who will as-
sist in the recovery of the above shall in
no wise lose his reward.

How to Study the
Sabbath School Lesson

R P E R A A D Y
S P T R U A D Y Y
T P H R I A N Y K } All
The
Week

"In our classes we find those whose
hearts are cold, almost frozen. These
need to be thawed out. Sociability will
do much toward this. You can not
warm things up by being an iceberg."

A Sabbath School

A Sabbath School, what is it?
Its outline seems so dim,
Can you not make it plainer?
Has it no synonym?

O, yes! it is a fountain
Where living waters flow;
It is a sacred river,
That washes white as snow.

A guidepost pointing upward
To mansions in the sky,
A horn of plenty reigning
O'er fields, both far and nigh.

A Sabbath School's a grindstone
For sharpening gospel tools,
A pottery for molding
The church by heaven's rule.

It's a recruiting station,
And gospel armory,
Where soldiers try their weapons,
And make their foes to flee.

It is the silver trumpet
Which sounds the forward march,
And makes alarm-notes echo
Through palace, dome and arch.

It is an incubator
That hatches missionaries,
A furnace where is kindled
The power that does and dares.

A Sabbath School's a magnet,
That draws until it wins,
A strong and trusty life-boat
That saves from deepest sins.

A nursery for starting
Young plants and baby trees,
A hive where sweetest honey
Is stored by busy bees.

It is a seed supply store,
A gold- and diamond-mine,
A sanitary market
For bread, and milk and wine.

A Sabbath School: what is it?—
We're where we did begin—
A ship, for all the family
To go to heaven in!

"Our school is not," you whisper;
Why not, my brother, why?
You'll hit where you are aiming;
Are you not aiming high?

Unite, and STUDY DAILY,
As you've ne'er done before;
To work! FOR EVERY PUPIL,
And Heaven's help implore.

Attend the teacher's meeting;
Help make it a success.
Lift, Lift, all lift together!
Your God will surely bless.

—Helen Adair.

"God's flock is always led, never driven."