

# Western Canadian Tidings

"BEHOLD I BRING YOU GOOD TIDINGS"

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## The Teachers' Problem

Mrs. L. Flora Plummer

From Sabbath School Worker

Training one's pupils is more difficult than teaching them. It does not require so much skill to teach a pupil something as it does to lead him to learn the same thing by his own study. I have often wondered why the requirement of the day school for home study is so easily met, when it seems so impossible to secure home study of the Sabbath-school lesson. Thinking about this, I conclude that the day school teacher secures home study,—

1. Because a definite task is set.
2. Because the recitation is conducted in such a way that the teacher may know exactly how thoroughly the lesson has been learned by each individual pupil.

### Set a Definite Task

Most Sabbath-school teachers urge their pupils to "study the lesson." Many times the pupil tries to do this, but, not knowing what the teacher's standard of "study" may be, fails to meet it. The remedy for this difficulty is for the teacher to suggest definitely just what he desires the pupil to do in his study.

The first definite memory work given the youthful pupil is to learn the memory verses. When he does this, the sense of accomplishment possesses him, and the desire is strong upon him to repeat to the teacher what he has learned at home. A little later, he is expected to be able to answer in his own words the printed questions asked upon the lesson as printed in the *Little Friend*. When he can do this, he feels that he "knows" his lesson, and he enters upon the telling of it in the class with enthusiasm. With the facts of the lesson well in his mind, he is keen to acquire other information connected with the lesson

which the teacher is ready to supply, and he is well able to appreciate the practical part of the story, as it may be made to apply to him. As his mental powers develop, he passes into the intermediate and later into the youth's divisions. And here we encounter the experience so plainly manifest in most boys and girls, and which they sometimes voice: "The Sabbath-school lesson is an old story." "I don't need to study that, I know it already." A hasty reading of it enables them to answer in a listless, half-hearted, unthinking way the questions given as a guide to study. What tender solicitude should these boys and girls now receive! How carefully they should now be guided that they may learn to love the Bible as the most wonderful and most precious of books! How patiently they should be taught how to study it! With Bible concordance, Bible dictionary, Bible atlas, and lesson helps, the teacher should give them a new insight into the way to study the Bible.



ELDER N. J. AALBORG, WIFE AND CHILD, OF JAMAICA

Before a plan can be adapted to pupils of this age, the teacher should form a clear idea of the difficulties the pupils find in their preparation of the lesson. There is no better way to discover why a particular pupil does not have his lesson than to study the lesson with him sometime during the week. Note where he hesitates, and stumbles, and appears confused or stupid; note the questions he asks; observe the effect of your explanation, and use it all as indications of the way the lesson should be taught.

1. Set your class to writing paraphrases of the Scripture text. Assign a certain number of texts in each lesson to each pupil and have each pupil write the verses in his

own words.

2. Ask them to write a comment, or the meaning as they see it, each for himself, upon a leading portion of the Scripture used in the lesson.

3. Prepare an outline of the lesson, giving each pupil a copy as a guide for the week's study.

4. Ask each pupil to submit an outline or diagram of the week's lesson.

5. Suggest topics for geographical or biographical sketches to be written or given verbally.

6. Require a written summary of the lesson in essay form, each member of the class sharing in the work.

7. Prepare a set of leading questions and request written answers.

8. Select different points in a lesson to be developed by various pupils.

9. Loan a book, paper, or magazine which will help a pupil in the study of the lesson. Ask him to give to the class the most helpful thought he has gained.

10. Set a definite task in memorizing Scripture texts.

11. Plan a drill in citing references.

12. Have each one bring a written question upon the topic. Have them exchange questions, and see how many can be intelligibly answered.

These are but a few of the many ways that will suggest themselves to teachers of the youth by which their interest in Bible study may be stimulated and methods of study be acquired and the habit of study permanently fixed.

The value of these devices is not confined alone to the pupils of the intermediate and youth's divisions. With but little adaptation they may be used by senior teachers as well.

### DAILY STUDY OF THE SABBATH SCHOOL LESSON

Too much cannot be said in favor of the daily study of the Sabbath school lesson. God has told us in the Testimonies that "The Bible should be read every day," also that "The daily study of the Scriptures will have a sanctifying influence upon the mind." The Word of God is the "bread of life," and we are told it sustains the same relation to our spiritual life that bread does to our physical existence. This being so, how important that we partake of a portion each day.

The Sabbath school has been instituted as a medium through which the whole church, old and young, may follow a systematic study of the Scriptures.

We have heard the excuse offered that "I did not have time to study my lesson this week." But is there any one who does not have all the time there is? We are apt to think there will be plenty of time during the week, so put it off until, before we realize it, the Sabbath is drawing on and perhaps we feel tired and it is difficult for us to grasp the finer points in the lesson or to comprehend the richness of the truths it is designed to teach, and we lose much that we might have gotten out of it, by beginning earlier in the week to study the lesson.

There are two pictures in my memory which always present themselves whenever I hear anyone speak of the daily study of the Sabbath school lesson. One is a stair consisting of seven steps, representing the seven days of the week. A man is seen standing with one foot at the bottom while with the other he is trying to ascend the whole seven at once. This very aptly represents one who sits down on Friday evening or Sabbath morning, to attempt to properly and thoroughly prepare his Sabbath school lesson. It is simply an impossibility. A lesson thus studied seldom remains long in the mind, and it is quite impossible in this brief time

to give it the research and meditation that is required to really feed and satisfy the hungry soul.

The other picture is of seven bagsfull of wheat or flour, to be carried, one upon each day of the week.

All our lessons are so nicely prepared for us these days, with outlines for daily study, notes and suggestions for thorough study, that we are without excuse in the way of helps. To be sure, all of these may be followed in a way and yet one fail to get the full benefit of the lesson. No matter how much I study the lesson with others, I always like to go over it alone, seeking its personal application.

Should every member daily study the lesson, a great improvement in the interest would follow. We have seen some schools where nearly everyone came to listen or to study the lesson with the open Bible before him, and in some cases the lesson quarterly, but the real life and interest in such a school can hardly be compared with the one where all co-operate in following the daily study plan.

We are glad that schools of the former type are becoming less in number among us as a people, and we hope the time will soon be when everyone will so realize the importance of the lessons that nothing will be allowed to hinder their daily study. We are sure a greater interest and efficiency in its soul-saving work will follow.

MRS. E. M. CHAPMAN.

### SABBATH-SCHOOL PRIVILEGES

Willingness overflows obligations. Christianity begins with everyone who considers it a privilege to be a Christian rather than a duty. Every real, converted Sabbath-school member will be a living Sabbath-school lesson, because it is a privilege to be a Sabbath-school member. I hope we will all learn to stop talking on Sabbath-school duties, duties, duties, all the time. It is time for us to recognize the privileges of being a Sabbath-school member. Love will forget all duties, and if love does not forget duty, it is not love.

Do you love to be a Sabbath-school member, or, you must be a Sabbath-school member? Do you love to go to Sabbath-school when it is rainy and cloudy, or do you feel you must go to Sabbath-school? Do you love to search the Word of God, or you must read the Bible? Do you love to bring an offering to Sabbath-school, or do you feel it is your duty to do so? Are you satisfied to be a Sabbath-school member as long as your class-mates are unconverted?

Will you cease doing good after you have done your duty, or go beyond your duty? If you do go beyond your duty, you will never go once to Sabbath-school without having a deep desire in your heart to be a blessing to someone else there. In Luke 17:10, we read: "So likewise ye, when ye shall have done all those things which are commanded you, say, We are unprofitable servants; we have done that which was our duty to do."

H. H. HUMANN.

### HOW I SPEND SABBATH

As I do not have the privilege of attending Sabbath School I spend the Sabbath in studying the Sabbath School lesson and reading other portions of the Word. I find great comfort in the study of God's Word. It is a "light to my feet and a lamp to my path."

I also read that grand book, *Desire of Ages*. Reading the *Signs of the Times*, the *Review and Herald*,

and many more of our good books and papers occupies part of the time.

I try to sing some of our good songs. I cannot make much of a noise at the age of sixty-nine, but God knows the rest. It almost seems as though I can hear the angels sing, some of these beautiful clear nights when the moon is shining and fleecy clouds drift across the blue sky.

The Sabbath closes all too soon for me. I love its quiet hours.

There is nothing can separate me from the love of God. He is my sun and my shield and will give me the needed grace to the end, which indeed will not be long. He is coming soon, I know. Everything points to a short work. Will I be there? Will you be there? My prayer is that none of us may be turned away. Now, just now, is the time to prepare to meet the Lord.

May we each have our lamps trimmed and burning, awaiting that great event.

MRS. MARGARET MARTINELL.

### A BOUNDLESS INFLUENCE

The influence of the Sabbath-school is boundless. It touches the Christian all the way from his childhood days to his ripened years of old age.

First, the mind is touched and interested by the penetrating influence of earnest teaching of the Sabbath-school lessons by the consecrated teacher. Impressions are made that can not be erased by passing years. Memory rehearses oft the lines of Bible texts learned in the Sabbath-school while the mind is pliable, retentive and active. And as the child grows into maturity these lessons become many times the solace in trial, the hope in persecution, the victory in temptation. They come as angel guards to lead the way to the light.

Another way in which the influence of the Sabbath-school reaches out a helping hand: It helps in erecting a moral standard for the Christian who has now reached the age of moral accountability. As the mind develops it naturally associates its ideas with the ideas created and presented by others, many of which are irrelevant and wicked. The individual must now choose between that which is good and that which is bad. The standard that determines the nature and quality of the choice, depends, in many cases, upon the conception of moral principle received and assimilated in connection with the instruction provided in the Sabbath-school.

The influence of the Sabbath-school affects every phase of the Christian life, principally the moral, the social, and the economic life. It reaches into the depths of the soul to lift it from the mire of sin to the resting-place in the Rock of Ages. It points the way to those in darkness, and bids the rescued one hold forth the Lamp of Life immortal. It reaches the purse strings and unties the Gordian knot, and pours forth the treasures of gold and silver so necessary in the carrying of the Gospel to those who grope in heathen darkness.

The Sabbath-school provides opportunities for all of whatever age to do service for the King of Heaven. None so young but what the Sabbath-school can find

something for little hands and feet to do to tell the heaven-sent message of salvation. None so old but what the Sabbath-school can suggest ways and means by which age can speak and do in behalf of the proclamation of the truth of God.

Let us all enter more heartily into the privileges offered to us in the Sabbath-school. Let everyone cooperate more fully with all the Sabbath-school officers in the churches in their endeavors to make this department of the church work a genuine success.

A. C. GILBERT.

### VALUE OF THE SABBATH SCHOOL WORKER

From every standpoint I believe that all who are acquainted with the *Sabbath School Worker* will agree with me that it is an indispensable little journal. It not only contains valuable information on the various phases of Sabbath School work but also contains suggestions, together with most excellent notes, which are an invaluable aid to all who are engaged in Sabbath School work.

The *Worker* is so well illustrated with pictures, blackboard sketches and memory verse illustrations for each lesson that it makes it an invaluable help for teachers, from the Senior Department to the Kindergarten.

And, too, parents will find it a great help in the daily study of the lesson with their children. Children as a rule love to read picture stories. It fixes in their little minds what they have been told about.

It seems to me that each number of the *Worker* is better. I believe one can do better and more satisfactory work by its use. The suggestions and helps are so good that one can lean hard upon it.

Surely God is good to give us such a helpful periodical.

A MEMBER OF THE EDMONTON SABBATH SCHOOL.

### EXAMPLE OF THE TEACHER AND HIS RELATION TO THE CLASS

Dear Sabbath-school! I find this the most difficult topic to write on. "Well," the brethren and sisters will say, "why so?" Because the question arises before me, "Am I a model teacher? Could my class look upon me as an example? Dear teachers, this is a question of importance! I hope we are all free from prejudice, and if so, we will be a blessing to one another; so let me say a few words in regard to the given topic.

#### HOW TO BE AN EXAMPLE.

The teacher must be an example in every respect. We find in connection with this a few remarks in Titus 2: 7-8. In all things shewing thyself a pattern of good works; in doctrine shewing uncorruptness, gravity, sincerity, sound speech that cannot be condemned; that he that is of the contrary part may be ashamed, having no evil thing to say of you. This is the standard.

#### RELATION TO THE CLASS.

A teacher should be filled with love, earnest, faithful, feeling a personal interest for Jesus' sake, in each member; endowed with the Holy Spirit. Thus equipped, his relation to the class will become that of a teacher, but not otherwise. In order to reach this

ideal, we must enter into our closet, and seek God earnestly by prayer. Dear co-teachers, I must say I feel my own weakness in this respect; and what is the reason? Perhaps we have grown cold and careless. Is this why there is little power and success in our Sabbath-schools? Let us as teachers begin to seek God as never before. The present time is more precious in the history of this work than any period before it. Let us for ourselves make it a period of calling on His name. If this is done, I am sure He will pour out rich blessings on our Sabbath-school, and we may be sure of success in our classes. The teacher must be prepared to know the lesson very well, before taking the class. He stands opposite the pupil—he is teaching, the pupil being the learner. He is the channel through which the Great Teacher makes clear the lesson, by the impartation of His Holy Spirit. Let us try to be this true channel, as instructed in II. Timothy 2: 15.

A. L. TOEWS.

### THE RELATION OF THE SABBATH SCHOOL TO THE WORK OF THE MINISTRY

The Sabbath-school is an indispensable asset to the labors of the minister. Frequently it is the nucleus to a church or company and after the organization of a church or company has been effected, it becomes the bond that unites the believers and brings them together each week for the study of a lesson.

Wherever there is a school, whether a home department or an organized one, it is the entering wedge for the laborer. When he arrives to conduct an effort, he finds that the light, although possibly small, has permeated some heart secretly and is growing.

After the effort is completed, the work to a large extent is left to be nourished and cared for by the Sabbath-school. Here the studies on different points of our faith are carefully mastered and rooted; here the new convert becomes better acquainted with the Bible and its value; here he receives a stimulus each week that encourages loyalty and deepens his experience.

A good, live Sabbath-school, organized and set in operation before the laborer leaves, will keep the company in a good, healthy, growing condition. It will keep away discouragement and close the avenues to many temptations.

May God bless our Sabbath-schools. And as workers may we see the importance of this branch to our laborers, that it may receive the support it demands.

W. A. CLEMENSEN,

### ADVANCE STEPS IN OUR SABBATH SCHOOL WORK

We are in the closing up of our work and the best preparation we can make in teaching those who come under our influence should be our aim. To assist in this we have our Workers' Training Class. In the *Sabbath School Worker* we have most valuable aid, the training being outlined there from month to month and very easy to prepare. The Workers' Training Class should be composed not only of teachers but of the adults of the school, for from these we must draw our workers. All in the Normal class should be taking this training.

The Perfect Attendance Cards of Honor are for all in our schools, for the adults as well as for the children. It is pleasing to see the enthusiasm of the older ones in this plan. It helps the younger members to want to try to be in their places every Sabbath on time. Let us all in each school take hold of this and see if our schools do not improve in the matter of attendance and punctuality.

The "We Miss You" post cards are not fully appreciated by many. There are three classes of these, for the little folk, for the intermediate, and for the adult. When your scholar is absent, teacher, drop one of these post cards next day and let him know you missed him. The effect is better than waiting a week until in the class you can tell him; it may be he will not be there if you do not. If you do not happen to have a "We Miss You" card on hand, send him another post card or a note.

The latest achievement is a Birthday Offering Envelope with a verse explaining its object printed on one side. A good deal of stray money can be picked up for the closing up of this message if this plan is kept before our schools and each person be given an envelope.

Giving denominational information in our schools is a real help. We should all know our principles and our work. Begin with "Why am I a Seventh Day Adventist." Tell the school a week before you are wanting best answers possible from the children. Then draw from the adults what the children fail to bring out. Go through our principles and then give to different ones a phase of our work to present to the school, on a certain Sabbath, as Medical, Educational, Publication, etc., until the ground has been covered. We have cause to be humbly proud of our work, and we shall be if we know about it.

Have you some Sabbath-keepers or members of your church who cannot get out to your Sabbath School? Organise for them a Home Department Class, see they have the Quarterly and provide them with the Report Envelope which is supplied by the Conference S.S. Secretary. Keep in touch with these by visits or by correspondence. It will be a blessing to your school as well as to them. The Conference Secretary will give you any information needed in this line.

Is the Thirteenth Sabbath made the great day of the Quarter with your school? Have you tried giving the Leaflet readings to those who can make them their own, and then tell them to the school instead of reading them? Have someone give map exercises and drills on the field to which the offering goes. Then on the day the offering is made have a program provided, if possible.

We are having an Honor Roll for Perfect Attendance and Punctuality at Sabbath School for this year, also one for perfectly memorized Memory Verses.

MRS. SADIE McN. JEMSON.

### POSSIBILITIES IN SABBATH SCHOOL WORK

In certain localities of the earth there is a kind of clay which, when properly prepared, can by careful moulding be formed into beautiful and useful vessels. Then again, by glazing and heating, wonderful results may be obtained from what was once merely a lump of moist earth.

In Northern Ontario there are wonderful silver and nickle mines, down deep in the earth. Up and down in the shafts of these mines run buckets, which carry the crude ore from the mine bottom to the top. This ore is rough and unsightly to look at, but it is hurried to the crusher, the fine particles of silver or nickle are separated, and some fine day a bright new half dollar comes fresh from the mint, quite different from the crude, dirty ore first taken from the mine.

God has planted in this old earth the rough diamond, the deep sea pearl, the crude gold ore, and a thousand and one wonderful things, to be dug up, refined and polished, for the benefit of the human race. So the Sabbath school is the church mine, from which may be drawn wonderfully precious stones, pure gold and chaste silver—if we have the patience to refine, cut and polish these plastic minds given into our hands by a loving, trusting Father.

From the mine we draw inanimate things, but from the Sabbath school we draw living things. Each mind, each heart in the class, has some latent clay which, when moulded by the hand of the Master Potter, and crystalized by His grace, stands forth in its place in the church, not only in this life, but in the great eternal unending spaces of incomprehensible eternity. It is possible in the Sabbath school to bring out the best in the human heart. It is possible to develop master builders in the work of God. It is possible, from the still water in the heart of a boy or girl, to produce a fountain of moving, living, sparkling water, clear as crystal, if the stream is directed into the right channels by the hand of Him who made possible the possibilities of the Sabbath school, through His sacrifice on Calvary's Cross.

Years ago, all along the rocky coasts of every country, were strewn the wrecks of many a goodly ship. After a time a man thought out the light-house idea, and thus saved the lives of tens of thousands. He developed saving possibilities. Salvation is the great cardinal point in the Sabbath school possibilities, and the Light shining from the great Book of Truth, brought out by the words of the teacher, is the guiding ray for the young mind. Salvation is made possible by means of the Bible Lighthouse.

"The grain of corn that is sown in the earth,  
And is fed by the sun and the rain,  
Has in its casement hard the germ of birth,  
For many another grain."

J. M. Hogg.

#### DAILY HOME STUDY OF THE LESSON

If we are ever to be ready to give the reasons for our faith we must study, study hard, and study now. Time is short and the matter admits of no delay. The spiritual growth that will withstand the storm about to burst must be steady and solid. The Sabbath School lessons are arranged to aid in this study, to cover thoroughly Bible history, doctrine and practical subjects. To live in their atmosphere will make us reverently familiar with our God and Saviour and render our intercourse with others an uplift.

How best to secure these results may take careful planning and some sacrifice. When? and How are questions that admit as many answers as there are conditions?

Have a definite time, and plan. Haphazard work brings poor results.

Let the time be when the mind is as fresh and free from other care as possible. Take all the family into consideration. If possible the daily Sabbath School lesson study should be a family study. If there are children, plan to interest them, and to study their lesson. When other matters can be arranged to admit of it, morning is the best time. It should not be so late in the day that sleep claims the little ones.

Begin Sabbath afternoon.

1st. Become acquainted with the Scripture. Tell the story, omitting nothing. Practice until you can. Learn the memory verse.

2nd. Read parallel Scriptures. Study the memory verse every day. Make its meaning clear to the smallest child.

3rd. Read the lesson and lesson story and ask the questions in *Our Little Friend*.

4th. Read references in Sister White's books.

5th. Instructor Lessons.

6th. Study review lesson.

7th. Lesson quarterly and *Sabbath School Worker*. Make every lesson interesting to the children.

HATTIE B. WALKER.

#### WHY WE ENJOY OUR SABBATH SCHOOL

The chief reason why we enjoy our Sabbath School is because our Saviour meets with us and is our Great Teacher. I think how much fuller will be our enjoyment when we shall go to the Holy City every Sabbath Day to hear the words of life from His own lips.

Our school is not large, but we study the lesson regularly, and realize that when two or three are gathered in His name that He is present there.

We enjoy the study because we realize that we are nearing the end of the journey and must get all the help we can from God's Word if we expect to be able to stand the trials that are just ahead.

At the time when we were nearing the lessons that tell of His death on the cross we began to feel sad. To think how one who associated with Him and heard His wonderful teaching could deliver Him up to be crucified is more than we can understand.

The Sabbath we studied of how He went away three times and prayed that if possible the bitter cup might pass from Him, I thought what if His courage had failed and He had not tasted death for us. It brings joy to my heart to know that His sufferings are over and that ere long ours will be also, and we shall reign with Him.

That Sabbath we sang to close, "Oh there'll Be Joy When the Work is Done." Yes, there will be joy when those whom we love and have loved shall gather with us to sing praises, and the only thing in all the universe to remind us of sin will be the print of the nails in His hands.

MRS. MINNIE MABLEY.

#### WHAT IT MEANS TO BE A WORKER WITH GOD IN THE SABBATH-SCHOOL

In I. Cor. 12:28 we read, "And God hath set some in the church, first apostles, secondarily prophets, thirdly teachers; and in John 21:16 Jesus says to Peter "feed my lambs." This is the heavenly commission

to every Sabbath-school teacher. He is to bring his pupils to the knowledge of Jesus Christ in whom "all fulness dwelleth," to awaken in them a desire to love God and their fellowmen, and to lead them to a strong faith in the Word of God and a resolute and useful life, for it is a good thing that the heart be established with grace. To do this, the teacher must, above all things, be a Christian who knows Christ through experience—a Christian in his life and daily walk. He must be a friend of his pupils, sympathize with them and be ready to give them counsel and help. What he is and what he does should be a living witness for the truth he teaches, so that with Paul he can say to those entrusted to his care, "Be ye followers of me, even as I also am of Christ."

"And they that be wise (margin 'teachers'; also German translation) shall shine as the brightness of the firmament; and they that turn many to righteousness as the stars for ever and ever."

L. A. LISKE.

### THE KIND OF PUPIL I LIKE

I like the pupil that will put forth an earnest effort to get his Sabbath School lesson and esteem it a privilege to do so. He will endeavor to learn a portion of it each day and will not plead a lack of time as an excuse for not having it. This stamp of pupil cannot be kept away in the worst of weather and, moreover, he will always be on time. It shows a lack of interest when the pupil cannot get the lesson in seven days.

The wide-awake, earnest pupil will not feel shy or embarrassed to tell others of his love for Jesus when opportunity presents itself, and he will no doubt be active in trying to raise the membership of his school.

In class his eyes are on the teacher and he is awake to everything that is said. He does not crowd away back into the corner with the boy who by his seeming indifference thinks to escape the questions. Not he! He is always in front, with a prompt answer, and shows the rest of the class that the lesson is interesting.

O yes, he does not forget his gift for missions each week, either. His heart is tender with love and sympathy for the poor heathen child who knows nothing of the Saviour he loves so well, and he responds with a good liberal offering.

If your class does not consist of pupils like this, then do not be discouraged. Do your best to help the pupils to do their best, and then may both teachers and pupils be accepted of the Lord.

MRS. GERTRUDE WEBB.

### THE FAMILY SABBATH SCHOOL

Although the family cannot supply a group of five, ten, twenty, or more children to sympathize with each other as the larger school can, yet by assigning to each pupil some active part in the exercises of the school, interest is aroused and co-operation secured. From the little one who may be asked to take up the offering, especially the thirteenth Sabbath offering, to the older scholar who reviews the school on the lesson of the previous Sabbath, all may feel that they have contributed something to the interest of the school.

In one family school the lesson "Ye have done it unto Me," was illustrated by reading the poem "Un-awares," which was impressively rendered by one of the members.

In the family school the teacher knows the varying requirements of each scholar. Living with them, she sees those characteristics and peculiarities which individualize one child from another, and by studying each one individually with a view to their individual teaching, she causes him to know the truth she wants him to know.

MISS L. MILLEY.

### WORK FOR THE SCHOOL

Let us work for the school with our hearts and our hands;  
Let it never, no never, decline;  
For its praises are sung by the good in all lands;  
That are blest with the Gospel divine.

'Tis perfumed by the prayers, 'tis bedewed by the tears  
Of the holy, the active, the true;  
They rejoiced at its hopes and they mourned at its fears,  
When its friends were but feeble and few.

Now the sunshine of favor illumines its path  
And the church spreads above it her wing;  
'Tis a source of her weal, 'tis a source of her worth,  
And a gem in the crown of her King.

### REPORT OF THE SABBATH-SCHOOL DEPARTMENT OF THE SASKATCHEWAN CONFERENCE For the Year 1915

It is with gladness and courage that we present a report of the work of this department during the year 1915 which has given many evidences of the care and blessing of our heavenly Father.

We feel that this is a very important part of the work of the Lord, for its interests are so varied in its activities and far reaching in its influence. It has to do with those who are nearest to us, as well as those who are farthest away. It stands for and helps to bear aloft the blood-stained banner of Prince Emmanuel, and is proving a very efficient and reliable contingent to the work of this people in helping to fulfill the great commission. It is a mighty factor in supplying recruits for the army of the King of kings which is operating throughout the world.

The object of the Sabbath-school is the saving of souls. It exists for this purpose. This principle stands out in bold relief as we carefully consider the three-fold goal with which we are becoming so familiar. The first, as we know so well, is daily study of the Sabbath-school lesson.

Your secretary is happy to report that the members of this conference are taking hold of this matter encouragingly. As you visit many of the families you will find that the Sabbath-school lesson is given a place daily in the religious exercises of the home. We sincerely trust that the good beginning which has been made in this line may be an omen of what we may expect in the not distant future when every family will be experiencing the blessing which comes from a faithful and systematic study of the Word as outlined by our Sabbath-school lessons.

The second item of the goal, personal work for every pupil, is a very important one, and, as is readily

seen, is only a natural result of having a saving knowledge of the Bible.

The last part of the goal is also highly important, not only because of the blessing which comes to the heart of the cheerful giver, but because of the many souls who are won to Christ from heathen darkness as a result of the offerings so liberally given by this denomination, thus making it possible to send workers to them. Think of it! \$299,761.00 was given in Sabbath-school offerings alone during the first nine months of 1915. Over \$400,000.00 is given each year to missions through this channel.

But a few comparative figures relative to the work of this department in our own conference will be in place at this point. At the close of 1915 we had 25 schools with a membership of 812. Of this number 305 were in the senior division, 89 in the junior, 79 in the intermediate, 123 in the primary, 6 in the Home department of schools, and 159 in the Provincial Home department. The total offering of the year was \$4,710.

We feel that this report has much to encourage us. Comparing it with that of 1914, we see an encouraging increase as the following figures will show:

|                                 | 1914       | 1915       | Gain     |
|---------------------------------|------------|------------|----------|
| Number of schools .....         | 21         | 25         | 4        |
| Membership .....                | 743        | 812        | 69       |
| Number of baptisms reported.... | 39         | 86         | 47       |
| Offerings .....                 | \$3,717.88 | \$4,710.42 | \$992.54 |

It is very interesting also to me to see the increase in the offerings of 1915 over that of 1914 taken quarter by quarter:

|                                     | 1914      | 1915      | Gain     |
|-------------------------------------|-----------|-----------|----------|
| Total offerings for 1st quarter.... | \$ 752.27 | \$1009.52 | \$257.25 |
| " " " 2nd "                         | 808.17    | 1093.39   | 285.22   |
| " " " 3rd "                         | 1052.95   | 1212.36   | 159.41   |
| " " " 4th "                         | 1104.49   | 1395.15   | 290.66   |
| " " " year .. .                     | \$3717.88 | \$4710.42 | \$992.54 |

A word regarding our goal might be in place here. Owing to the conditions which have been existing in our country for some time, we thought it might be just as well not to set a definite goal for the Sabbath-school offerings for 1915, but simply ask our people to see that we did not go below the amount given in 1914. From the figures given above, you will see with pleasure that we passed our goal with almost \$1,000.00. Truly this should make us feel as did the Psalmist when he said, "The Lord hath done great things for us whereof we are glad."

But beloved, the green pastures of success which we see behind us will not do for the present. The King's business requires haste. A large amount of means must be raised to meet the ever-increasing demands upon the treasury for the prosecution of the work in other lands. So the latest financial goal set by the Sabbath-school Department is, "The third million dollars to missions by the close of 1916."

Knowing the loyalty and liberality of the dear people of this conference, I am confident that they will rally to the call and see that Saskatchewan does not come behind in her share of this grand undertaking. The contrary winds of difficulty need not hinder completely in reaching the goal. For after all, it is determination that counts largely in these things. This principle has been beautifully set forth in rhythm:

"One ship goes east, and another west,  
By the selfsame winds that blow;  
'Tis the set of the sail, and not the gale  
That determines the way we go."

So, beloved, shall we not set our sails to weather every unfavorable gale and reach the goal?

Your secretary would not fail to make most worthy mention of our devoted and loyal Home Department members, those who are alone in the faith and do not have the privilege of meeting with those of like belief and hope. Think you they fill an unimportant place in the work of this conference? Indeed not. Is yonder lighthouse of less importance because of its lonely position? You answer, "Its very isolation makes its position of greater importance and increases the necessity of its light shining the brighter." Just so it is with these children of the Lord scattered here and there over the conference. Many may never have the light of this message presented to them only as it is told to and lived out before them by the isolated ones. Let us therefore remember these dear ones before the throne of Grace. During the year 1915 about \$1,000.00 was received from this Department. All honor to our Home Department members.

Your secretary would take this opportunity to express her heartfelt appreciation for the support this people has given to the work of the Sabbath School department. The co-operation of the superintendents, the faithfulness of the secretaries in reporting, and the interest of the members of the schools and Home Department have been much appreciated.

The western sun of this world's day is fast casting its lengthening shadows, telling us never so plainly that earth's dark night is almost here. These deepening shades of eventide mean either life or death to the inhabitants of the world. God's people are entrusted with the greatest, the grandest work ever given to mortals. Let us gird on the armor more firmly and press forward more quickly, and with greater determination make the Sabbath-school together with every other department of this great cause an abundant success.

MRS. A. C. GILBERT,  
Secretary, S.S. Dept.

MEETING WITH GOD

The hour spent in the Sabbath School is to me the most precious hour of the Sabbath day. It is the place I go to meet with God and to be taught the precious lessons, contained in His word, by teachers whose hearts are filled with the love of God.

Here God implants in my heart new desires for the things of God and gives me a fresh supply of strength to live for Him in the week before me.

The study of the Sabbath School lessons during the past year has brought many blessings to me. Beholding Jesus "tempted like as we are, yet without sin." I have said to myself, "I can do all things through Christ which strengtheneth me." And seeing Him on the cross for my sins, I have realized, to some extent at least, how precious one soul must be in His sight. This has led me to consecrate my life anew to God for service in His vast harvest field.

And now His last promise, "Lo, I am with you always, even unto the end of the world," upholds me as I endeavor to place His truth-filled books into the homes of the people.

Jesus has become more real to me since studying His life in the Sabbath school. Truly the hour thus spent is profitable.

T. E. UNRUH.

### THE ALL-IMPORTANT LESSON

"But one thing is needful: and Mary hath chosen that good part, which shall not be taken away from her."—Luke 10: 42. There are plenty of Marthas today who are careful and troubled about many things, except that one thing which is needful. Before we have learned this "one thing," we are unfitted for a place in God's great work on earth; or a place in His eternal kingdom. This all-important lesson can only be learned at the feet of Jesus. We must, as did Mary, lay down the cares of this life and take time to sit down at our Master's feet.

When Moses had reached the age of forty he was a well-equipped, educated man. We read that "Moses was learned in all the wisdom of the Egyptians, and was mighty in words and deeds."—Acts 7: 22. Everybody would think that such a man would be a great help in the church of God. He had a thorough knowledge of all the wisdom of Egypt, but had not paid much attention to the "one thing" which is needful. He entered the work and made a complete failure. He had to leave Egypt and go out into the wilderness, where he sat for forty long years at his Master's feet before he learned that all-important lesson. As soon as he had a thorough knowledge of that "one thing," God gave him a position as leader of His people, and Moses did a greater work than any other prophet during the levitical dispensation.

The greatest of all the apostles was Paul from Tarsus. He was brought up at the feet of Gamaliel and was also educated in the philosophy of Greece, but when Jesus called him to bear His name before the Gentiles, kings and the children of Israel, he was not ready to take up that work. He had to go out into the Arabian desert and sit at the great Teacher's feet for three years before he had learned the all-important lesson.—Gal. 1: 17, 18.

If it was necessary for the servants of God to learn the all-important lesson, it surely must be necessary for us. We must daily search the Scriptures and have a private talk with our Master. Then we will know, as did Moses and Paul, what line of work you ought to take up. Before you take up any work in the Sabbath school, Young People's work, or the church, and expect to make a success of it, you must learn the all-important lesson. "But seek ye first the kingdom of God and His righteousness, and all these things shall be added unto you."—Matt. 6: 33.

DAVID GULBRANDSON.

### THE SABBATH SCHOOLS IN THE OKANAGAN VALLEY

We find in looking over our reports that we have eight organized Sabbath Schools in the Okanagan Valley, with a membership of 282. Besides these, there are a number of scattered Sabbath-keepers, who do not have the privilege of attending any Sabbath School.

At Grandview we have the largest school in the valley, conducted in the German, and also one conducted in the English language in the same place. These are two live schools, as is seen by their gifts to missions last quarter.

At Penticton we have a Sabbath School of 38 members, where only a few years ago there was only a

family school. But through the faithful work of church members, this school has grown to what it is now.

The Silver Creek church is divided, and conducts two Sabbath Schools, one at Silver Creek with a membership of 31, and one at Mountain View with 37 members.

At Kelowna a Sabbath School was organized last summer, and for several months our membership was only seven or eight. But we were glad when others began to come in with us, and hope the Sabbath School has come to Kelowna to stay.

The Vernon Sabbath School is a good live school with a membership of 41. But we are sorry to see a number of our faithful members leaving Vernon. They will be missed by those who remain.

In visiting the different Sabbath Schools it is encouraging to see that the same spirit pervades them all. Our aim is the same. To save souls at home, study the Word of God, and help by our means to send the good news of a soon-coming Saviour to all the world.

May we all be faithful just where we are, and soon we shall share in the reward. MRS. E. R. POTTER.

### FAR-AWAY RUSSIA

The following words were taken from a personal letter to Sister M. H. Crothers, and will be of deep interest to the *Tidings* readers.—ED.

"I was deeply impressed recently with a talk given by Brother Boettcher, who has recently returned from Russia, on the way they are obliged to carry on their church services in that field since the war. Even under the most favorable conditions, they have to meet in the form of secret societies, but since the war they have had to be doubly cautious. Fearing that at any time our churches would be closed, Elder Boettcher said he sent word to the different conference presidents asking them to organize their church membership into little groups, so that if anything happened that they could not meet in the churches, they could still be able to hold together their members in these little companies and thus keep them from becoming discouraged and disheartened. They began with the Sabbath-school. Each teacher was asked to get the full name and address of every member of his class. He was told that class was his little church. He was to be its pastor. If on any Sabbath a member was missing, he was to visit him at the very first opportunity and find out the cause of his absence. Then they organized the deacons and elders in the same way, only over larger groups. This was done so that if at any time the minister in charge was banished, the deacon and elder of that particular company would look after his charge. I think Elder Boettcher said that in one city alone they had eighteen such companies, and so all this time that the war has been raging, our Russian believers have carried on their work in this way. The surprising thing about it all is that their numbers have increased, and instead of their tithes and Sabbath-school offerings and other funds decreasing, they have increased. I tell you, Sister Crothers, war nor anything else can prevent God's work from going on to a successful triumph.

"You know, I do not believe any of us in this favored land of ours half appreciate our privileges. Elder

Boettcher says that in Russia they do not have any trouble about their members not coming to Sabbath-school on time. Rather, they have to ask them not to come too early. That sounds queer to us over here, does it not? For we have to do all sorts of things to get some of our members, under the most favorable circumstances, to come on time and then we do not get all of our people to come.

"If every Sabbath-school teacher in our schools had the same tender care over their pupils as the Sabbath-school teacher in Russia does, I believe we would hold on to our children and youth better than we do. Do you not think so? We cannot urge too strongly that our teachers do their utmost to work for the salvation of the children and youth in their classes. The teacher who thus works faithfully for his pupils will, by and by hear the words of Jesus: 'Well done, good and faithful servant, enter thou into the joy of thy Lord.'"

is the text-book. It teaches the fall of man and our redemption and of how we may become partakers of the divine nature; things that should be of great interest to everyone in the world, old and young.

I wish we might see all our people studying the lesson during the week, and when they come together on the Sabbath be able to recite the lesson without referring to the Bible. We would get so much more benefit from the lesson if we would only train ourselves to this habit.

I do not object to the teacher using either the lesson book or some help if there is danger of them getting away from the lesson. If you are able to teach without any help, very good, but by all means stick to the lesson.

It always grieves me to see people come strolling in after Sabbath-school is over to attend the after service



ELDER BURRILL ADMINISTERING BAPTISM AT NANAIMO, B.C.—MORE RESULTS OF THE SABBATH SCHOOL

### THE CHURCH AT STUDY

There is no branch of the message in which I am more interested than the Sabbath-school. It may be because to it I owe so much of my knowledge of the Bible and possibly my conversion and success as a minister.

From my earliest recollections my parents had the habit of attending Sabbath-school regularly. Every Sabbath my mother would get her six little ones dressed and ready, then drive from six to nine miles, taking our dinner along, as it took the whole day. After getting there we did not expect to see a minister. Our Sabbath-school Superintendent and Elder was just a farmer. They surely loved the message in those days, and we caught the same spirit.

One of my brothers died as the result of a kick from a colt. He lay singing Sabbath-school songs up to the very last. All the rest are in the truth. Little do people realize what is lost by not attending these weekly meetings.

The Sabbath-school is the church at study, the Bible

The question comes to me, "Why were these people not here before?" They have missed hearing one of the young people give an interesting missionary talk perhaps that would have touched their hearts and they would have had the privilege of dropping in their offering with the rest. There is a blessing for the old as well as the young in the Sabbath-school. The example of the older ones is also a great help in interesting the children to give, for children will be interested in what their parents are to a greater or less degree.

When we stop to think what has been accomplished with the offerings from our schools we marvel. It gives the children a part to act in giving the message, hence it becomes their message and they a part of it. They grow up to feel the responsibility of giving it and to rejoice in its progress. In bringing new converts into this truth I never feel sure of them until I get them to become regular attendants. Nothing binds them to the message as this does.

E. M. CHAPMAN.

### INFLUENCE OF THE SABBATH-SCHOOL

Influence is in some respects like the wind: it cannot be seen, but the effects of it can be, and it is by the effect of the Sabbath-school first of all on the lives of the youth, for it was mainly for the benefit of the young that the Sabbath-school was instituted. When the mind is young, one writer says, it is like wax to receive impressions, but 'tis like marble to retain them. The Roman Catholic churches says, "Give us the training of a child till he is twelve years of age and we care not who has to deal with him afterwards."

It is in the Sabbath-school that the Word of God is studied more than anywhere else, and the Holy Spirit is there to quicken the minds and influence the hearts of those who strive to know God's word.

We can see the result of this study of the Scripture in the many good men and women that move around in the world spreading the light that has been shining on them to others. Many of these go to foreign lands, to their fellow-countrymen, telling of the wonderful remedy they have found for sin. Sin is the great curse of humanity, and so the good influence of the Sabbath-school is so broad that it cannot be fully measured. Parents, let your children come constantly under the influence of the great treasure-house, the Bible, everywhere.

D. CARMICHAEL.

### RELATION OF SABBATH SCHOOLS TO WORLD-WIDE MISSION WORK

How few live whose ears have not rung for days with some statement they have heard. It seemed as though it could not be dismissed from the mind.

Who knows the far-reaching results of Sabbath school mission studies and of Bible lessons upon the minds of the youth. In these studies the statements made by earnest, consecrated teachers and officers, find lodgment in hearts and always affect their lives. Children become interested in some part of the needy mission field and in many cases give their lives to save the lost in that part of God's vineyard. If perchance they cannot go, their offerings and influence help that field and others are led to go and supported while working there.

God's Word says, "Line upon line, precept upon precept," is the way to teach. Over and over again is the way to learn and fix things in mind. Who can name or suggest a method that in any way compares with the Sabbath school as a means of educating God's people, young and old? Who can more effectively arouse the church to a sense of duty than a live Sabbath school? Who can go to Sabbath school now and not be touched with the sacrifice of the Master?

A live Sabbath school solves the problem of educating the church; of interesting them in the need of those who are in darkness; supplies untold means to carry the Gospel and help save souls; and at the same time trains the younger members of God's family to sacrifice little pleasures in order that they may help save the lost. If you were lost, what would you think of people who spent money for candies, gum, etc., and left you to perish, when a few cents would purchase a Bible to give you the light of truth?

Let us keep the Sabbath school in mind and put in all we possibly can. Is money that is put into the Sabbath school lost? Thank God it is not. May God bless our Sabbath schools. Mrs. Geo. R. SOPPER.

### HOW MAY CHILDREN AND YOUTH BE INTERESTED TO SAVE THEIR NICKLES AND DIMES FOR MISSIONS

This is a very important matter and should receive our earnest and prayerful consideration.

I shall not attempt to lay down any rules in the matter, but merely offer a few suggestions, and ask you to consider them. One can not follow *set rules*. "Cut and dried plans lead to formality, and soon kill the real life and interest which should ever be present in all missionary effort." The general policy best suited to the purpose, as it appears to me, is as follows:

First secure the consent and co-operation of the *parents* of the youth and children, if possible. There is no other way to real success; for there is no neutral ground here. They may either work for or against the efforts of the leader, whoever it may be. If we do *not* ask help, we *do* most certainly hinder. I repeat there is *no neutral* ground in this work. Read Matt. 12:30.

In this, as in other features of the work, co-operation between Sabbath-school officers and parents is essential. No Sabbath-school officer or teacher can make a real success of creating in the hearts of the children a *love to give* unless parents by precept and example carry on the training in the home. When plans for children to earn and save nickels and dimes for the fields beyond are worked out and laid before the Sabbath-school by the superintendent, the little ones at once manifest an earnest desire to take hold and carry them out. Once a spark of missionary spirit illuminates the little mind it is the duty of father and mother to see that it is fed and fanned until in later years it becomes a flame that will burst out and reach others.

The officers should be real, live missionaries and enlist the sympathy of all the youth and children in this particular line of work. They must be capable of vivid imagination so as to make the mission work appear what it is—*real*. Let the minds of the children become acquainted with the mission field that is being considered at the time, having real missionaries like themselves, who have heard and accepted the call of God, left their childhood homes, father, mother, brothers and sisters, and went far away to some dark land to plant the truth of the cross. Picture their last good-bye. Much as they love home, country and friends, they loved the Gospel more, and under the mighty power of Him, who gave up infinitely more for them, they go forth—strangers in a strange land. Then picture to their minds the strange, uncongenial people and surroundings where everything is new and the difficulty of becoming acclimatized. But regardless of all seemingly insuperable hindrances, our missionary goes right on with his work, and these superstitious people are won to Christ.

Bring them to a realization of the constant need of consecrated men, women and means to carry forward this mighty and good work. Appeal to their minds to give up this and that little luxury, in order that a certain child or widow may be provided for, or that a missionary may be sent to go farther out into another province from whence comes the call, "Come over and help us."

Let the youth and children be the bankers, who must invest means in these *gold fields*. Make them the local miniature Mission Board, holding the ropes at their

end of the line, ever ready to note the signal and answer the calls as they come over the line.

Hold missionary meetings frequently, and give *every one something to do*. The leader should not do all the work. He leads well who succeeds in getting others enlisted in service.

The exercises may not be as well rendered as you would like, but it will add to the interest and serve a double purpose by getting a number of members each time to take part in the programme. Assign their portion beforehand and help them to prepare. Make the meetings pre-eminently theirs, and success must surely follow.

It is my firm belief that if the leaders would adopt some such policy and follow it in a progressive, realistic way, keeping in touch with the Lord, the people, and their field, there would be no lack of funds with which to prosecute the cause.

There must be more of the material in our work. This is a real world and we are real people in it. We need a real Saviour to redeem us from sin. Last, but not least, we have a real heaven to gain or lose, and we must be in earnest in all we do or say.

In closing, let me implore you, as leaders of the flock, let your enthusiasm soar high, put your whole heart and soul into this work. Lay siege to the throne of God and do not let go. He giveth more grace, "And as thy days so shall thy strength be." If we know these things and do them, we shall be made happy by seeing our youth and children, come up to the help of the Lord against the Mighty (Judges 5:23), and there will surely be no scarcity of means for missions. May the Lord help us to do it.

MRS. M. H. CROTHERS.

### WORTHY OF NOTICE

**Homeward** "Beloved, the old ship Zion has been voyaging on the stormy deep, lo, these six thousand years; but now, thank God, she is on her homeward voyage. The star of hope is already high toward the zenith. There are dangerous storms to be met; but our Captain is at the helm, and will guide us safely through them all."

**Arouse from Lethargy** "The work that lies nearest to our church-members is to become interested in our youth. There ought to be many whose hearts are touched by the pitiable situation in which our youth are placed, who realize that Satan is working by every conceivable device to draw them into his net. God requires the church to arouse from its lethargy, and see what manner of service is demanded in this time of peril."

**Youth Pulls the Oar** "This cause needs our young people. 'The world in all its affairs,' says Geikie, 'is mainly what young men have made it. Manhood and age have taught, but it is youth that makes the disciples and spreads the doctrine.' The living force that conquers the world for God is the fresh enthusiasm of opening life. Years may counsel and stimulate and provide the means, but the hard work must fall mainly on the young strength and zeal! Experience may counsel, but youth pulls the oar."

**Service** "To every one who offers himself for service, withholding nothing, is given the power to achieve measureless results."

**Energy** "Our young people are filled with energy which must be manifested in some direction. If we can harness that energy and turn it into the channels of truth, good will be accomplished."

**Acquaintance** "It is acquaintance that awakens sympathy, and sympathy is the spring of effective ministry. To awaken in the children and youth sympathy and the spirit of sacrifice for the suffering millions in the regions beyond, let them become acquainted with these lands and their peoples."

**First Awakening** "A large per cent. of those who have been reared in the truth, and still love it, date their first awakening from Sabbath-school experiences. Many who are today in foreign fields, surrounded by people of strange language and customs, look back across the broad expanse of ocean to the quiet Sabbath hours of childhood, spent in the Sabbath-school class, as the time when they first caught the inspiration, which later took them to the far-away fields."

**Forms Useless** "The object of the Sabbath-school should not be lost sight of in mechanical arrangements, thus occupying time which should be given to other important matters. We should be guarded against forms and ceremonies which will eclipse the real object for which we are laboring. \* \* \* Cold formality should be replaced by earnest zeal and energy."

"The Lord calls for young men and women to gird themselves for life-long, earnest labor in the Sabbath-school work."

**Upon the Heart** "When Sabbath-school teachers have taught the lessons of external revelation, their work is but just begun, and they should not cease their labor until they have evidence that the precepts of heaven are not only accepted by the understanding of the pupil, but written upon the heart."

**Not Sermonize** "There are two methods of teaching; the corkscrew method of pulling instruction out, and the funnel method by which instruction is poured in. Teachers should not sermonize, and thus endeavor to pour something in, but if the corkscrew method is employed, the pupils will see the necessity of having something that can be drawn out."

"Give time, thought, and prayer to your work, whatever that may be. Let your prayer be more than petition; let it be praise, adoration, worship!"

### SAFEGUARDING THE CHILDREN OF OUR SABBATH SCHOOL

The world seems to be in the grip of Satan, and vice of all descriptions is rampant; therefore it is the duty of every Christian man and woman to safeguard the children from the influence of Satan and his devices.

Everyone who is a child of God should make a special effort to do away with everything that tempts children and draws them into sin. Cigarettes and picture shows are two of the most prevailing evils of the

present day in their insidious influence on young people. Parents should be able to hold their own children in their home. This can be done only by prayer and by the parents living a consistent life for God as well as being kind and considerate for their children's faults and failings.

Children are one of God's most precious gifts and nothing should be counted a trouble that will keep them from sin and lead them into the fold of God. It is a very rare thing that a child will not yield to kindness. Of course, if a child must be chastened it should be done in love and not when the parent is angry. I have seen much evil result from this, and children only hardened. A consistent life of prayer and love will safeguard the children.

Let us pray that our hearts may be filled with love for the children to lead them to God, especially those who have little love in their own home.

God will bless every effort made in their behalf.

LOUISA BARRINGTON.

### OUR MISSIONARY

Greetings to the other Sabbath Schools from Clive:

We are very much interested in our Sabbath School. We believe in the daily study of the lesson, as the truths contained in them are too precious to be studied but half-heartedly, either by teacher or scholar. A few of our number are taking the Teachers' Training Course, and find it very helpful.

About a year ago Elder Humann gave a valuable suggestion, while on one of his visits here. Previous to that time the reviewer had been appointed a week ahead. Elder Humann suggested that each one knew the previous lesson well enough to review if called upon. Realizing the value of this, our superintendent now acts upon it.

Our membership last year was about twenty-six, our aim being one hundred fifty-six dollars, or thirty-nine dollars a quarter. Having fallen behind the second and third quarters, we had to make a strenuous effort the last quarter to reach our aim. The result was that we realized one hundred sixty-three dollars and eighty-two cents. Though our membership is now a little less; still, having put our hands to the plow, we must not turn back. We have therefore raised our aim to one hundred sixty-five dollars. With God's blessing we hope to reach this aim also.

Receiving such blessings ourselves, one of our number proposed that we do our part in extending these blessings to others in heathen China. Upon enquiry we learned it would require from seventy-five to one hundred fifty dollars to support a native evangelist. By taking pledges we found we could raise ninety-six dollars, though some members were absent who we had reason to believe were desirous of helping. So now we are represented in China by our means. May God add His blessing.

A MEMBER OF THE CLIVE SABBATH SCHOOL.

### NECESSITY OF THE PROMPT AND CORRECT QUARTERLY REPORT OF THE SABBATH SCHOOL SECRETARY

We believe that the above heading cannot be emphasized too strongly. Worldly concerns employing help demand promptness and accuracy. It is said of

George Washington, the first president of the United States, that when his private secretary failed to keep an appointment on time and endeavored to explain his tardiness by saying his watch had lost time, that he informed his secretary that it would be necessary for him to obtain a good watch or the president would be compelled to look for another secretary. While it is true our Sabbath school secretaries are not working for wages computed in dollars and cents, yet they should feel that they are engaged in a business as much more noble than any of the world as heaven is higher than earth, and the wages for their labor will be commensurate with their faithfulness, in the saving of souls.

The question might be asked, "How can the mere making of a quarterly report and sending it to the provincial secretary be the means of saving souls?" We answer, a secretary who will be careful and punctual in reporting to the provincial secretary will be careful and punctual in the weekly Sabbath school. When the superintendent opens the school the secretary will be in his, or her, place,—the report of the previous Sabbath school read will clearly show the interest the secretary takes in the school. It will not be a repetition of the same words every week, but there will be a change, and it will easily be seen that the secretary is a live one, earnest and devoted to his work, and this spirit cannot help but be catching and in the "Great Reunion" many will be found whose hope was revived and faith renewed by listening to a Sabbath school report read by an earnest, devoted and consecrated secretary, and when the work of saving the lost is completed the Saviour will say, "Thou hast been faithful over a few things, I will make thee ruler over many things."

Let us notice the relation of the local secretary to the provincial secretary. Immediately after the last Sabbath in each quarter it is the *duty* of the local Sabbath school secretary to fill out the blank furnished him, as neatly and clearly as possible, and to try and be perfectly accurate, especially with the offerings; and if the secretary is in doubt as to filling out the blank, information from the superintendent of the school or from the treasurer of the church should be sought. Oftentimes the offering during the quarter is all put together, the secretary no doubt thinking that as it is all Sabbath school money it makes no difference; but it does, and it causes the provincial secretary added correspondence, or her report sent to general headquarters is incorrect—and then if the local secretary's report is late, this entails more writing for the provincial secretary and causes a delay or an incorrect report sent to the general secretary.—SELECTED.

### SOMETHING UNUSUAL

It has been almost four years and nine months since we gave our first Thirteenth Sabbath offering. The plan was very new then and met with some misgivings but surely the day of experiment has long since been left behind. For, indeed, the successfulness of it has been most convincingly demonstrated, for the first Thirteenth Sabbath offering amounted to \$7,674, and the one taken at the end of the fourth year reached the nice sum of \$25,097. Quite a gain, is it not? and shows very clearly that the Thirteenth Sabbath offering has been a grand success and has come to stay.

But in all this time we have never had fourteen Sabbaths in one quarter, but that is what we have in this quarter. And so we really have something unusual, as our usual Thirteenth Sabbath offering becomes a Fourteenth Sabbath one. It seems to me it would be very appropriate to make this unusual occurrence the occasion of an unusually large offering.

The object is such an inspiring one too. Think of the scores of missionaries who have said "good-bye" to friends and loved ones and gone to answer the calls which come from so many places. Does the exodus of this large company of people who are to become tiding bearers for King Emmanuel, mean anything to you and me? Indeed it does, for we remember the promise, "This gospel of the kingdom shall be preached in all the world—and then shall the end come." Yes, beloved, the end of this night of sin with all its attending miseries and the ushering in of that kingdom of peace is near.

The Bible tells of a "scattering" in connection with the work of the early church, when the believers went to different parts of the world and told the good news of a risen Saviour.

We hear the expression "history repeats itself," and how true it is. For what a scattering we see in connection with the closing work of this message. And are you not glad that YOU can have a part in this scattering? You may not be called to go in person, but the Lord does call you to the blessed privilege of giving of your means to help pay the travelling expenses of those who do go.

How much we would enjoy being at the wharf to bid our departing missionaries "God Speed" with a hearty hand shake and words of cheer. But Brethren and Sisters, we have the privilege of bidding them a most substantial "God Speed" by giving a most liberal offering on this Fourteenth Sabbath, September 30.

The Lord has work for all. Some he calls to go in person to the lands across the sea to take the saving truth. Others he calls to give of their means to help to carry forward the work. So all may have a part in the giving of the message, and the Lord judges us according to our faithfulness in doing the portion of work which He sees fit to give each one.

So shall we not really arise to the need of the hour by making this an unusually large offering and thus have a part ourselves in this great onward movement and also be extending a most hearty and heartfelt "God Speed" to the recruits of 1916. May the Lord richly bless each of you as you do your part toward answering this question.

MRS. A. C. GILBERT.

### INFLUENCE OF THE SABBATH SCHOOL

The influence of the Sabbath School depends largely upon us as individuals. Each Sabbath School should be like a magnet; every member should have a drawing power. There should go out from every Sabbath School a power, of which the magnet is a type,—the power of a consecrated heart, affecting men and women by personal influence. This depends upon how we relate ourselves to Christ.

There is a remarkable story in the 19th chapter of Acts, of twelve men and their relation to the gospel. They were in the Sabbath School, and they were learners, not teachers. They stood where many now stand, only a step from Christ. These men, when the

higher step came, took that step. The Holy Spirit came up them and a new life was given,—a new, spiritual life, which was revealed in the godly tongue, the Holy life, and an earnestness for Christ and His cause.

Take another look and we see this plant growing on the local synagogue like a shoot on a tree; then it is cut off and planed by itself, and now grows as a separate plant. How did it grow? By the life and testimony of its members; each as a separate blossom sending out fragrance. So today our schools are becoming a great factor in spreading the Word of God. Provision is made for the systematic study of the Bible, not as a collection of dates and genealogies, but as a guide to daily life and conduct.

We need a vision of the possibilities of our schools in the formation of the characters of our young people. We take little children from birth and throw around them influences that shall never die,—in that we are following the example of our great Teacher, who took little children and blessed them and said, "Of such is the kingdom of heaven."

Then there are people everywhere who are hungry for real help, but instead of bread they have been given a stone. Our Macedonian vision may be just over the fence of our back-yard. Let us look and see! Not all can preach, and the gift of miracle may not be given, but you may have the glorious gift of song, and when sanctified what a power it is! The singer attracts hearts to him and so to the Divine Lord. Each one to his work, and let everyone be faithful, whether his talents be many or few. One gift we all have, and that is influence. No man liveth to himself. Each human life touches some other life. To God we must render an account for the effect of that influence, which is sometimes put forth consciously and sometimes shines like the sun, unconscious of the power of its rays upon life on the earth.

The Holy Spirit makes all this possible for us and is the direct, practical way for our Sabbath Schools to have influence.

ELMA OLDHAM.

### THE FINANCIAL SIDE OF THE SABBATH-SCHOOL WORK

I have come to believe that the financial side of our Sabbath-school work is of great importance. Of course we must admit and remember, if we are to be of use in yonder field, we must begin at home. First, we must make a preparation ourselves by a study of the Bible and a personal experience. Then naturally our influence will begin to be felt among those nearest to us, and keeps extending. For "the light that shines the brightest at home, shines the farthest away."

So in connection with our missionary endeavors at home, our thoughts go to those in other lands who have never learned the beauty and happiness of a Christian life and we want to help them also. The Lord may not call us to go to these fields in person, but He does intend us to have a part in giving the message to all the world, and we do this by prayer and the giving of our means for its support.

Therefore, the so-called financial side has a deep spiritual meaning. The first spiritual uplift is witnessed in our own hearts when we give liberally and

thankfully, remembering what abundant mercy the Lord has bestowed upon us.

Then think of the happiness and peace which is experienced by the honest hearts in other lands as the missionaries, who are sent and supported by the offerings from this people, break to them the Bread of Life. So let us look upon the financial side of our Sabbath-school work as being full of spiritual life and blessing.

There was a time when there was no financial side to the Sabbath-school. Then collections began to be taken to meet the expenses, and all that was received was retained at home, but not so now, thank the Lord. It is wonderful to see what a change has come over our people in this respect. The comparing of a few figures will show this so clearly. Our Sabbath-schools gave to missions in

|           |              |
|-----------|--------------|
| 1887..... | \$ 10,615.00 |
| 1897..... | 33,409.00    |
| 1907..... | 71,735.00    |
| 1910..... | 136,213.00   |
| 1913..... | 299,007.00   |
| 1915..... | 407,011.00   |

Notice the large gain in offerings the last few years. How much it means to us, too, when we think of the great commission, and remember that when the Gospel has been preached to all the world, then the end will come.

Surely these words of the Psalmist, "Thy people shall be willing in the day of thy power," are most appropriate and applicable now. It is not surprising then, to see our people giving so much more liberally in these last days, these closing days of this earth's history.

What could be more sad than to see one who professes to bear the name of Christ, selfishly withholding the means the Lord has entrusted to him, and thus slowly but surely separating himself from the presence of the Master. "There is that withholdeth more than is meet, but it tendeth to poverty." A poverty most terrible in its effects on the soul.

May God help us to rightly relate ourselves to the financial side of this great Sabbath-school movement, ever realizing that it has a very spiritual significance.

MRS. A. C. GILBERT.

### THE DUTY OF EACH MEMBER

Without careful leadership no school can be a success. But what about those who are not called upon to act as leaders, do they have any responsibility for the Sabbath School? Does it make any difference whether they are regular and punctual in attendance or whether their lessons are carefully prepared? The superintendent announces a hymn or responsive reading. Does it matter whether I promptly find the place and prepare to begin singing or reading on the first word, and follow carefully through to the end? Is it immaterial whether I pay attention through the review and class recitation?

"If all the school were just like me

What kind of a school would our school be?"

These little things, requiring no special talent, each one can do to help make the Sabbath School a success.

"Trifles make perfection, but perfection is no trifle."

MRS. MYRTLE McCARTHY.

### THE SABBATH-SCHOOL AS RELATED TO THE CHURCH

It has always seemed to me that the Sabbath-school is like a nursery for the children of the church, the mother or guardian for the young people, and the fount of blessing for the old—a tie that brings all together in searching after the Source of all knowledge.

It should be as necessary to the church as the kindergarten school is to the college. By it each member is being educated; therefore upon it depends the state of the church and what sort of a foundation it is being built on. It is the most practical instrumentality for educating and bringing a people into a unif—or a church.

By it one and all come to an equal understanding of what God requires of them, and this is necessary before it is possible to be one in, or of, the church.

By being a member of the Sabbath-school, each one has an equal opportunity of studying the Bible, which is, or ought to be, the Christian's greatest pleasure, and this is made easy by having a weekly or daily study outline.

Without being interested in the Sabbath-school, one cannot be properly interested in the church. "As workers together for God, brethren and sisters, lean heavily upon the arm of the Mighty One. Labor for unity, labor for love, and you will become a power in the world."

DAVID L. ROBERTS.

### WHAT IS TEACHING?

The root of the word teach means to show, and in its broadest sense, means to secure the desired relation between the mind and some appropriate educational material. It may be conceived of as leading mind to knowledge or as bringing knowledge to the mind of the pupil. The teacher, accordingly, is merely a mediator between the knowing mind of the pupil on the one hand and the matter that is to be taught on the other.

He brings the two together and so assists the mind in the generation of knowledge. Hence the definition, "To teach is to cause to learn." Teaching, then, involves the idea of knowledge obtained by an active mental process. One cannot teach what he does not know. Therefore, teaching is the most effective means of learning. Learning shared with others increases, but stored away, decays.

Teaching is also the training of a person in knowledge, in character and in service. It is not simply talking, though it involves talking. It is not simply asking questions, though questions must be asked in all successful teaching. Teaching is the twofold activity on the part of both teacher and pupil. We do not teach for the sake of teaching, but to secure certain attainable results. The ultimate aim of Sabbath school teaching is not a high degree of scholarship, but the highest type of character possible to the individual, which embodies the disposition of Christ, and whose habits of life are consistent with His precepts and example. The climax of Sabbath school teaching is the persuading of the individual to respond to the truth he has been taught.

LOIS CLARE KELLY.



MEMBERS OF SABBATH SCHOOL AT MANITOBA MEETING

### CHIEF OBJECT OF SABBATH SCHOOLS

The fact that Sabbath schools exist shows us that there must have been a purpose in their organization. That this purpose has been, at least to some extent, satisfactorily reached, can be seen by the steady growth of the Sabbath school work.

When Elder James White, sixty-four years ago, planted the first seeds of what developed into the Sabbath school work of the Seventh-day Adventist denomination, he had for his aim the finding of some plan or regular system of Bible study, especially adapted to the youth.

This, the first aim, has been reached. We have at present a system of uniform lessons, and the quickest way of reaching all our people is through the medium of the Sabbath school lessons. Through the Sabbath school lessons we can come in touch with all classes of Seventh-day Adventists; the old, the young and the isolated.

Through a diligent study of the lessons many have become efficient workers for Christ, and have gone out into the world to proclaim the Third Angel's Message. The Sabbath school is indeed a very important factor in educating the youth in the message and in developing in its members a live missionary spirit.

When an individual has been converted to the truth he feels himself under obligations to bring the message to others, and the Sabbath school affords a very good opportunity for so doing. It has another factor, the object of supporting mission work in foreign fields. Much of the progress of this work is due to the weekly Sabbath school contributions. Many souls have been won to Christ and many blessings have been received as a result of these offerings.

In the Sabbath school children and youth are made acquainted with mission fields and they become accustomed to give. They learn to sacrifice their own pleasures for the sake of souls, lost in sin.

Embodied, then, in each of these factors—the study of the Bible, the training of workers, and contributions for missions, is the main principle—the salvation of souls. It should be the aim of parents, teachers and officers, to do much personal work for souls within the Sabbath school. All should strive to interest our young people, first in their own salvation, then in the salvation of others.

ELIZABETH E. NICKEL.

### IMPORTANCE OF DAILY STUDY

"Study to shew thyself approved unto God, a workman that needeth not be ashamed." These words, spoken by Paul to Timothy, are just as applicable to every individual who professes the name of Christ, whether he be a minister, a Bible worker, a Sabbath-school teacher, a canvasser, a mechanic or just a plain everyday farmer.

"No man liveth unto himself, no man dieth unto himself." Every man, woman and child has an influence. To every one has been given a work, and God would have us study to make that work as near perfect as possible, that when it shall be brought into judgment, as the Lord says every work shall be, we may be "a workman that needeth not to be ashamed."

The man who is engaged in severe physical labor, must see to it that the physical needs are abundantly provided for; food that will be digested and assimilated, that it may build up the broken down tissue and give strength to the body to resist the onslaughts of disease, and every crisis through which it is called to pass, as well as to give strength for the daily labor. To do this, we think it necessary to partake of food at least three times a day, and a failure to supply the necessary amount of food at the proper time, sufficient for the daily labors and exigencies of life, will result in a gradual decline in strength and a corresponding inability to accomplish the work for which it was ordained.

If then we find it so necessary to provide for our physical needs, how much more necessary that we see to it that our spiritual needs are not neglected; that daily food is provided that shall build us up and make us strong to resist the onslaughts of evil. Our spiritual natures are called upon to resist the most wily of foes, "We wrestle not against flesh and blood, but against principalities, against powers, against the rulers of the darkness of this world." Our foe was once the Prince of Light in heaven, but with six thousand years' experience as the ruler of the darkness of this world, how may we hope to successfully meet him? It can be done only with that weapon God has given us for that purpose, "the sword of the Spirit, which is the Word of God." "Thy word is a lamp unto my feet, and a light unto my path." Satan never has been able to stand before it, and never will. The darkest cloud that he can bring upon this world must disappear as one ray of light from God's Word penetrates it. Jeremiah says, "Thy words were found and I did eat them." Job said, "I have esteemed the words of His mouth more than my necessary food."

We must not get the idea that the Sabbath-school is just a place where we can go for an hour, and learn all we will need to know for a week. As well might we take one good meal every Sunday morning and expect it to give us strength and vitality for the week's work. Rather let us feed daily upon the Word, a little at a time, that we may digest it; that it may be a part of us; that we may be growing and developing all the week. Then when we come together for the Sabbath-school, we can enjoy a feast of good things by going over the lesson together and we shall be a help and blessing to each other. A lesson studied only on the Sabbath can never be so deeply impressed on the mind, nor have that effect on the heart and life, as it would be if studied in parts every day of the week, and then firmly pressed home by the teacher of the Sabbath-school.

A. V. FARNSWORTH.

# Western Canadian Tidings

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F. L. HOMMEL - - - - - Editor

## Western Canadian Union Conference Directory

Office Address, 502 Seventeenth Ave. West, Calgary, Alberta.

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During the year 1906 the Sabbath-schools in North America had as their motto "A Thousand Dollars a Week to Missions." It now counts on over one thousand dollars a day.

The first Sabbath-school of which there is any historical record was organized by Ludwig Hecker, at Ephrata, Lancaster County, Pa., in 1739. This school was continued uninterrupted for more than thirty years. "History pays tribute to it by recording that it was blessed with many revivals."

"In the summer of 1852 the first seed was planted, which developed into what we now call the Sabbath-school work of the Seventh-Day Adventist denomination, Elder James White, traveling by carriage from Rochester, N.Y., to Bangor, Me., was deeply impressed with the need of some regular system or plan of Bible lessons, especially adapted to the youth. After dining by the roadside, and while waiting for his team to feed and rest, he used his lunch-basket for a table, and prepared the first series of Sabbath-school lessons ever written for our people."

The cut on the front page of this issue shows Brother and Sister Aalborg and child, now laboring as missionaries in Jamaica. Many will remember Sister Aalborg as Sabbath-school Secretary for the Alberta Conference some years ago. It is interesting to note that the present Sabbath-school Secretary of that Conference, Sister M. H. Crothers, has recently come from Jamaica. Sister Crothers was also among the pioneer workers to New Zealand, and has worked in Australia and other islands of the Pacific.

Sister Bertha Lofstad, formerly Sabbath-school Secretary for the British Columbia Conference, is also engaged in mission work in Honolulu, of the Hawaiian Islands.

Thus we see how the Sabbath-school has helped foreign missions, not only by its liberal offerings, but by supplying experienced workers to hold up the standard in foreign lands.

In the summer of 1889, the need of a child's paper for use in the Sabbath-school was apparent, and the Pacific Press Publishing Company was asked to issue a child's paper which would contain lessons for the

little children, and simple but instructive reading matter. The paper was christened *Our Little Friend*, and the first number bore the date July 4, 1890. It sprang into favor at once, and has been used as a lesson sheet for the primary pupils ever since. The subscription price is now 70 cents per year.

"For the second quarter ending June 30, 1916, the Sabbath-school membership was 85,274, or 5,081 greater than the membership of churches. The number of Sabbath-schools has increased to 2,851, which is more than 685 more than the number of churches. The amount of contributions is over twice that received from any other source for mission work. The per capita of Sabbath-school contributions was \$1.27."

"Stronger than the influence of any one person, and representing the combined influence of a multitude of devoted workers, editors and contributors, who have labored for the advancement of Sabbath-school interests, stands our beloved journal, *The Sabbath School Worker*. In January, of 1885, the first number appeared. It was issued as a sixteen-page quarterly, with colored covers, and published at Battle Creek, Mich. The subscription price was 25 cents a year, and the list of regular subscribers at the close of the first volume reached eighteen hundred."

It is now a twenty-four page journal and costs but 50 cents a year.

## THE THIRTEENTH SABBATH OFFERING

Beginning in 1912, the thirteenth Sabbath in each quarter was set apart as a time when the schools might give to specific fields in answer to definite calls. From the first, this plan has been a success. The following table show sthe various fields which have been the recipients of these gifts, and the amounts given. Note that on these fifteen days \$237,363.13 has been given, an average of \$15,800 a Sabbath. All honor to our Sabbath-schools for their liberality!

|  |              |
|--|--------------|
| 1912   |              |
| March 30, Cities of India.....               | \$ 7,674.33  |
| June 29, Selukwe Reserve, Africa.....        | 12,680.64    |
| Sept. 28, Mission Homes in China.....        | 12,379.82    |
| Dec. 28, Schools in South America.....       | 10,854.42    |
| 1913   |              |
| March 29, Korea and Philippine Islands..     | 10,924.01    |
| June 28, Medical Work in India.....          | 12,807.78    |
| Sept. 27, Transportation of 150 Missionaries | 17,615.29    |
| Dec. 27, Four Enterprises .....              | 13,503.86    |
| 1914   |              |
| March 28, Training School for China.....     | 17,491.85    |
| June 27, Year's Advance in Japan.....        | 18,637.62    |
| Sept. 26, Inca Union Mission.....            | 17,145.00    |
| Dec. 26, War-time Call .....                 | 21,792.06    |
| 1915   |              |
| March 27, Malay Missions .....               | 21,258.23    |
| June 26, Spanish-American Mission Fields     | 22,443.39    |
| Sept. 25, African Missions .....             | 20,155.03    |
| Dec. 25, China .....                         | 25,097.40    |
| Total .....                                  | \$262,460.53 |

FROM SABBATH SCHOOL WORKER.