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THE YOUTH'S INSTRUCTOR.

Weekly and Monthly.

Mrs. M. K. White, Miss V. A. Merriam, Editors.

TIM'S DAISIES.

Ragged and friendless? Ah, yes!
Unused to life's sunniest pathway,
Unused to its love and caress;
For she who had loved him,—the mother
Whose arms round him once, long ago,
Had clasped themselves closely,—all winter
Had lain 'neath the beautiful snow.

But the months passed away, and the spring-time Came on with its bud and its bloom,
And the zephyrs of May, softly blowing,
Scattered far o'er the earth their perfume.
And then came a day dawning brightly,
When soldiers brought flowers to spread,
With love and with honor so loyal,
O'er the graves of the hero-dead.

And poor little Tim, sadly thinking
Of his loved one, whose grave was unknown,
Wandered there 'neath the pleasant spring sunshine,
With tears in his eyes, all alone;
And he gathered the pretty white daisies,
For no other flower had he,
And on the dear grave of his mother
He scattered them tenderly.

Only the simple white daisies!
Only the tears falling fast!
Only a boy's sad heart yearning
For mother-caresses long past!
Oh, fair were the buds and the blossoms
Laid over the soldier-dead!
But as loyal and sweet were Tim's daisies
Over his mother's low bed.

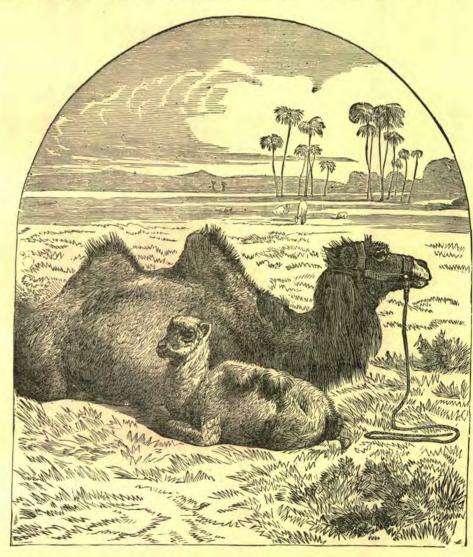
- Youth's Companion.

THE SHIP OF THE DESERT.

HIPS that make long voyages have rooms in which to lay up food, and tanks to contain water for use on the voyage. So has the desert ship, a picture of which you see. This ship crosses land instead of water. A country of plains, of burning sand, and of mountains just as parched, with only rocks instead of trees, without water and with-

out grass, over which you might look as far as you could see, and not meet with a single living being, or anything to show that one had been there, save, perhaps, some scattered bones, that tell a story of hunger, and thirst, and death. Over such a land as this, the ship of the desert takes its way. The Arabs gave the camel this name, for without him they could not safely

humps which convey the idea of distortion But these strange-looking humps are, when he has been well fod, filled with fat, and when he has been traveling for many days with but little to eat, he draws enough food from this storehouse to keep him alive



cross the deserts nor escape their enemies when attacked.

The appearance of the camel does not at first indicate his many excellent qualities. We are amazed at his great height and curious proportions. He has a long, thin, crooked neck, surmounted by a heavily proportioned head, which, when clevated, is at least nine feet above the ground; a stout body, from seven to eight feet in length, having on the back one or two

for some time; so that, at times, on long and painful journeys, the fat is used up and the skin falls over like bags on each side, and there is hardly any hump left.

When properly understood, therefore, these apparent blemishes become real beauties, pointing out to us, as they certainly do, God's goodness to the works of his hands.

The animal has also, it is said, the power of laying in store, at one time, enough water for thirty days. For this purpose there is a

large cistern within him, from which, when he wishes, he draws what he needs and pours it into his stomach.

His natural food consists not so much of the herbage of the oasis as the thorny plant of the desert. His teeth are especially formed for such a diet, whilst his cleft upper lip enables him to nip off the tender shoots of shrubs, and to browse with comfort on the leaves of the date and tamarisk.

If the camel's feet had hoofs like those of a horse, they would soon become parched and cracked while going over the desert; but the feet are very large, and the under part is covered with a soft, spongy, elastic texture, and therefore spreads out at each step according to the pressure made upon it, thus giving the animal a firm footing on the sand, while the callous skin with which its surface is covered prevents any suffering or the slightest inconvenience being caused by the heat. The rough, callous surfaces on the chest of the animal and on the joints of his fore and hind limbs are the points on which the animal rests when it kneels for its load, or lies down for repose. They are, in fact, natural cushions, not produced by its habit of kneeling, as some have supposed, for the young camel is born with them, and, therefore, they are really the natural badges of his servitude to man.

The camel is trained to hard work when very young. His master throws a stout cloth over his back when he is kneeling, and on each corner puts a heavy stone. When the young camel can lift this easily, heavier weights are put on; and when he is used to these, the trainer places a large saddle upon his back, loads it, and takes him out into the desert.

"CLEAN INSIDE."

When the first missionaries at Madagascar had been the means of converting some of the islanders there, a Christian sea-captain asked a former chief what it was that first led him to become a Christian. "Was it any particular sermon you heard, or book which you read?" asked the captain.

"No, my friend," replied the chief, "it was no book or sermon. One man, he a wicked thief; another man, he drunk all day long; big chief, he beat his wife and children. Now thief, he steal no more; drunken Tom, he sober; big chief, he very kind to his family. Every heathen man gets something inside him which makes him different; so I became a Christian too, to know how it feel to have something strong inside of me to keep me from being bad."

That old chief had the right idea of Christianity. He had something new and strong inside of him. He had a new motive, —the desire to be true and pure.

At one of the ragged schools in Ireland, a minister asked the children, "What is holiness?" Thereupon a poor little Irish boy, in dirty, tattered rags, jumped up and said, "Please your reverence, it's to be clean inside!" Could any answer be truer?—W. W. Newton.

MANNER OF BURIAL, AND MOURNING COSTUMES OF DIFFERENT NATIONS.

The manner of burial of the dead among different nations is various. Each one has a way of interring or disposing of the deceased which to other nations seems peculiar and superstitious.

The followers of Thales buried their dead in water, because water was believed to be the origin of all things, and the destiny of man. The disciples of Heraclitus built the high funeral pile, and amid sacrificial incense, burned the dead bodies of their friends upon it. When the fire was kindled, the face was averted from the spectacle to evince the grief felt in ministering the melancholy office; and the eye was uplifted toward the blue heavens as a recognition of a supreme power, and as an evidence of the expectation of reunion there.

The first cemetery of which we have any account is that which existed beyond Lake Acherusia, or Acharejish, in Egypt; (this name signified "the last state of man.") On the border of this lake a tribunal, consisting of forty-two judges, was established to inquire into the nature and character of the deceased. If the individual had led a wicked life, he was not allowed a burial place within the cemetery, but was cast into a large ditch called Tartar. It had received this appellation on account of the lamentation this sentence caused among the friends of the departed. If, on the other hand, he had lived an honest, upright life, his friends, by paying a small sum for ferrying the remains across the lake, could secure their interment in the cemetery.

One of the customs relating to the dead, that is universal among all nations, is that of wearing some ensign of mourning for the deceased. Various colors are worn by different nations. In Europe and America the ordinary color worn on such occasions is black. In China it is white,—the same as was worn by the Spartan and Roman ladies. Blue or violet is worn in Turkey, yellow in Egypt, and brown in Ethiopia. Each nation assigns a reason for the different colors which they wear. Black, which is the privation of light, indicates the privation of life; white is an emblem of the purity of the spirit; yellow represents the end of all our earthly hopes, as it is the color of leaves when they fall, and of flowers when they fade; brown denotes the earth to which the dead return; blue is an emblem of happiness, which it is hoped the deceased enjoys; and purple or violet expresses a mixture of sorrow and hope.

What in China is worn to express the bereavement of the heart for the loved and silent dead, is worn in America to celebrate the marriage festivity. The costume that is worn as an emblem of sorrow, does not always bespeak the truthfulness of the emotions within. It is the heaving sigh, the flowing tear, that marks the anguish of the grief-stricken soul. But how the blessed hope cheers the mourner's heart as he anticipates a glorious meeting by-and-by with the same one that was borne to the

village of the silent dead! Oh, Heaven, the Christian's home! In that beautiful land no ensign of mourning is worn, and no church bell tolls the death-knell of departed friends. No eyelids droop in the sleep of death, and no tear-stained eyes are seen.

E. HILLIARD.

MUSIC.



USIC is "a succession of sounds so modulated as to please the ear." It steals into the soul and exerts a mysterious and undefinable power. It arouses the purest and sublimest emotions, as well as the sweetest and the saddest.

Though there are but few who are endowed

with that sensibility necessary to enjoy music to its full capacity, yet there are none upon whom it does not have more or less effect. It awakens associations the most endearing, memories the most sacred. The soft cradle hymn that fell from mother lips comes stealing through the years, softening and subduing.

The world would have fewer brave deeds to cherish if music had never found a home in the heart. The measured drum-beat has sustained armies in their weary marches, and inspired them in the rush to battle and to death, by helping to keep bright that noble sentiment,—love of country.

Music and religion walk hand in hand. Who has not felt his soul thrilled by the music of the sanctuary,—the deep-toned organ blending with the voices of the worshipers offering songs of praise to God? How many wounds it has healed, how many hearts comforted by its sweet tones!

There is a world of unwritten music all around us. From the free, glad songsters of the woods to the cricket that chirps beside the hearth, from the roar of a wild winter storm to the soft zephyrs of midsummer that sing among the trees, from the grand and awfully sublime thunder tones of Niagara down to the silvery rippling rivulet, we hear the unwritten music of Nature, and feel it thrill the heart, causing us to look through Nature up to Nature's God.

And why has God placed us in a world of such harmonies? Why? but to prepare us for the finer melodies of Heaven. Happy shall we be if we can catch the glad refrain that echoes from the city of God, and tune our hearts to its melody, that we may, by and-by, join in the glad new song around the throne of God.

V. A. M.

SILENT SERMONS OF COUNTRY LIFE.—
Nature is always teaching. Country life, to the observant, is full of instruction.
Morning and evening, the broad light of noon-day, the deep night with its starry hosts, spring and autumn, summer and winter,—all are eloquent preachers to him who will listen.

THE SABBATH-SCHOOL.

SECOND Sabbath in June.

LESSONS FOR CHILDREN.

LESSON LXXV. THE SYRIAN ARMY SMITTEN WITH BLINDNESS.

AFTER this, there was war again between the king of Israel and the king of Syria; and Elisha told the king of Israel all the plans of the king of Syria, - just when his army would march, which way it would go, and where it would encamp. The king of Syria thought it very strange that the king of Israel should understand all his plans, and know how to keep out of his way. So he called his servants together, and said, "Will ye not show me which of us is for the king of Israel?" for he thought some of his servants had been helping the king of Israel by telling him all the movements of the Syrians. But one of his servants said, "My lord, O king, Elisha, the prophet that is in Israel, telleth the king of Israel the words that thou speakest in thy bed-chamber."

"And he said, Go and spy where he is, that I may send and fetch him. And it was told him, saying, Behold, he is in Dothan. Therefore sent he thither horses and chariots, and a great host; and they came by night, and compassed the city about. And when the servant of the man of God was risen early, and gone forth, behold, a host compassed the city both with horses and chariots. And his servant said unto him, Alas, my master, how shall we do? And he answered, Fear not; for they that be with us are more than they that be with them. And Elisha prayed, and said, Lord, I pray thee, open his eyes, that he may see. And the Lord opened the eyes of the young man; and he saw; and, behold, the mountain was full of horses and chariots of fire round about Elisha. And when they came down to him, Elisha prayed unto the Lord, and said, Smite this people, I pray thee, with blindness. And he smote them with blindness according to the word of Elisha.

Then Elisha said unto them, "Follow me, and I will bring you to the man whom ye seek." Then he went on toward Samaria, and all the great army followed him till they came into the

Now the city of Samaria was the capital of the kingdom of Israel, and the king had his house there, and his army; so the Syrian army was wholly in the power of the king of Israel.

"And it came to pass, when they were come into Samaria, that Elisha said, Lord, open the eyes of these men, that they may see. And the Lord opened their eyes, and they saw; and, behold, they were in the midst of Samaria. And the king of Israel said unto Elisha, when he saw them, My father, shall I smite them? shall I smite them? And he answered, Thou shalt not smite them: wouldst thou smite those whom thou hast taken captive with thy sword and with thy bow? set bread and water before them, that they may eat and drink, and go to their master. And he prepared great provision for them; and when they had eaten and drunk, he sent them away, and they went to their master. So the bands of Syria came no more into the land of Israel."

QUESTIONS.

1. What war broke out soon after this? 2 Kings 6:8.

2. How did Elisha help the king of Israel?3. Why did the king of Syria call his servants together?
4. What question did he ask them?

5. What answer did one of the servants give

him?

6. What did the king then say? 7. When he found that Elisha was in Dothan, what did he do?

8. How did the army try to take Elisha?9. When the servant of Elisha had gone forth early in the morning, what did he see?

What did he say to his master, when he 10. saw this great host?

11. How did Elisha answer him?

12. What did he pray that the Lord would do?

13. When the young man's eyes were opened, what did he see? 14. When the Syrians came down to take

Elisha, what prayer did he make?

15. How was his prayer answered?
16. Where did he then lead the Syrian army? What happened to the Syrians when they had been led into Samaria?

18. In whose power did they find them-

19. What did the king of Israel say to Elisha?
20. How did the prophet answer him?

21. What did he tell him to do?
22. What were the Syrians allowed to do, when they had been well fed?
23. Did this put an end to the war?

BIBLE LESSONS FOR YOUTH.

LESSON CI.-CONTEMPORARY GRECIAN HISTORY.

WE will now go back, and briefly notice the condition of Greece just prior to the time of Alexander.

The fifth century before Christ, when Darius Hystaspes [hys-tas'-pes], Xerxes I., and Artaxerxes Longimanus were reigning in Persia, was a period of remarkable progress in Greece. historian says; "This was one of the most brilliant periods of Grecian history, whether regard be had to the success of arms or the triumphs of mind. Among other eminent Greeks who flourished about this time, were Cimon [ci'-mon], son of Miltiades [mil-ti'-a-des], distinguished as a commander; Pericles [per'-i-cles], the greatest of Athenian statesmen, under whom Athens attained a splendor that made her the wonder and admiration of all Greece; Phidias [phid'-i-as], the celebrated sculptor, and a host of distinguished artists; Simonides [si-mon'-i-des] and Pindar, eminent lyric poets; Æschylus [es'-ky-lus], Sophocles [soph'-o-cles], and Euripides [eu-rip'-ides], distinguished dramatists; and Herodotus [he-rod'-o-tus], who has received a title due really to Moses,- 'The Father of History.' It was during the reign of Artaxerxes that Socrates [soc'-ra-tes] was gathering the materials for his philosophy, perhaps getting some glimpses, through Jews, or through those who had been instructed by Jews, of that divine wisdom which sometimes glimmers among his thoughts, like pearls in the depths of the sea. Plato, too, be-gan to flourish about this period."

But while Athens was at the height of its glory, the seeds of its ruin were already sown. The states of Greece engaged in civil war, and at last Athens was taken by the Spartans, and its glory departed. Although afterward partially restored, Athens never again rose to its former influence and splendor.

"Artaxerxes Memnon was now on the throne of Persia; and the early part of his reign was signalized by an attempt of his younger brother Cyrus to obtain the scepter. Cyrus was defeated and slain near Babylon; and a body of ten thousand Greeks, who assisted him, had to make their retreat along the Tigris, and through the wilds of Armenia until they reached the Black Sea. Of this celebrated retreat, an interesting account, well known to classical scholars, was written by Xenophon [zen'-o-phon], the Greek historian, who conducted the expedition."

Finally, about 363 B. c., the Spartans were overcome by the Thebans, under Epaminondas [e-pam-i-non'-das]; but in 337 B. c. the combined forces of the Thebans and Athenians were overthrown by Philip of Macedon, who thus

made himself master of Greece. Philip then began to make preparations for a great war with Persia; but his assassination left the control of his kingdom and the prosecution of the war to his son Alexander, who was then only twenty years of age.

1. What noted kings reigned in Persia during the fifth century before Christ?

2. What may be said of this period in relation to Grecian history?

What great military commander flourished about this time?

What statesman? What sculptor? 4.

What Grecian poets graced this century? What dramatists?

What Grecian writer of this time has been

7. What Grecian writer of this time has been called "The Father of History"?

8. What world-renowned philosophers lived and taught during this period?

9. What may be said of the dangers that

threatened Athens even in this period of its prosperity?

What disturbances arose in Greece? 11. To what extent did Athens suffer?12. What may be said of its condition after

13. Who was on the throne of Persia at this time?

14. Who, in the early part of Artaxerxes Memnon's reign, tried to take the scepter from

15. What was the result of this contest? 16. How was Greece connected with it?

17. Describe the flight of the ten thousand. 18. Who has written a glowing description of

19. Who conquered the Spartans, B. C. 363? 20. By whom were the combined forces of the

Thebans and Athenians overcome in B. C. 337? 21. As soon as Philip had made himself complete master of Greece, for what did he begin to prepare?
22. How was he cut short in these prepara-

23. On whom did the government of his kingdom fall?

24. How old was Alexander at this time?
25. What are the leading events mentioned in this lesson?

26. What were the leading events mentioned in the preceding lesson?

27. Who was reigning in Persia when the

Thebans overcame the Spartans?

28. Who was reigning in Persia when Philip of Macedon conquered the Thebans and Athe-

SIMPLICITY AND CLEARNESS.

SIMPLICITY in language should be carefully sought. It is a prime requisite in writing and speaking, and is not less important in teaching. While we should never be senseless, or childish, or indulge in baby-talk in our teaching, we shall never go amiss in the use of short Saxon words. We should also carefully avoid the use of words which we do not ourselves fully understand.

Not only should choice be made of such words and phrases as will clearly convey our meaning, but we should strive so to teach that we cannot be misunderstood. A short word is always better than a long one. Words in common use among those we teach are better than such as to us may seem more choice or elegant. Call a spade a spade rather than an elongated implement of husbandry. Call home home rather than a place of residence. Call a blacksmith a blacksmith rather than an artisan in iron. While we often underrate the capacity and intelligence of children, we are apt to forget that their vocabulary is limited, and that they often get very imperfect and erroneous views of the meaning of words, and confound words of similar sound or construction, but with widely distinct meanings. Mr. Groser very appropriately says: "Never use a hard word when an easier one will answer the purpose. Using long, hard words is a very common fault, -one that needs to be constantly guarded against. We should study the language in which our pupils think and talk. -Sel.

THE SABBATH-SCHOOL WORK.

VERY encouraging reports of the progress of our Sabbath-school work, in the various States, come to us through Sr. Eva Bell, who, in our absence from Battle Creek, is doing our work as Secretary of the General S. S. Association.

These reports are cheering, and show that steady progress is being made by each of our Associations. And yet there is a missionary field laid open to our S. S. workers which we have hardly begun to enter.

The spring is almost gone, and the summer months are just upon us. Do we realize that precious time is fast flying away? Every Sabbath-school officer would do well to ask himself these questions:—

- 1. Is everything being done that should be done to increase the attendance of our school?
- 2. Is everything being done that should be done to make it interesting for those who do attend?

Some may think that their school is an exception to the general rule, and that nothing can possibly be done in their town or neighborhood toward getting the children of unbelievers into the school; but if earnest, constantly on the watch, many ways will be found in which this can be done. We know of a brother and sister in this State who have no children of their own, but who bring seven scholars to the Sabbathschool with them every Sabbath. They hitch up their lumber wagon, and take all they can get. Another brother takes his horse and spring wagon and goes to a distant part of town and gathers up certain children every Sabbath and takes them to the school. After the services are over he takes them home again. This he has done all through the rainy season, and the children are among the most interested in school. Others make it in their way to call for certain ones on their way to the school. Children can do a great deal in this line if they are only encouraged in it.

Having once succeeded in getting them to come, be sure to make it interesting for them so they will want to come again. Give them a good teacher, one who will not slight them for the old ones. If the new ones have no lesson, and of course they will not, talk with them some yourself, and then get the others interested in telling them about the lesson. This will do them all good. Give them a paper, and be sure to talk with them after the school, and get them to promise to come again.

Above all, be sure to visit them at their homes, and get their parents to promise to help them in learning their lesson. In teaching the simple lessons to their children, parents themselves often become interested to read their Bibles, and finally accept the truth.

Nothing will add more to the interest of a school than thoroughness in the preparation of the lessons. Without this, it will be impossible to have a good school for any length of time. Let teachers and superintendents set the example in this, and it will be comparatively easy to get the rest to follow.

By thinking, planning, and praying over the subject, many plans may be laid which will promote the interest of the school. And if faithful in their work, the friends of the Sabbath school will sometime see that it is a powerful means in the hand of God for the salvation of souls.

M. K. W.

Teachers, among other good resolutions you make, do n't fail to resolve that you will, when in health, be punctually in your place every Sabbath, to respond to the first tap of the superintendent's bell.

WORDS FROM OVER THE SEA.

In response to a request for something concerning the S. S. work in foreign countries, we have received the following:—

Eld. J. N. Andrews writes from Bâle, Switzerland: "When I commenced public labor after my return to Switzerland, I took the Sabbathschool work in hand, with the intention to set everything in order after the manner of the Sabbath-schools in America. But I was stricken down in a short time, before I had had time to do anything important in this branch of the work. I can therefore give you only an approximate estimate of the number of scholars in each Sabbath-school.

"There are four places where our friends live near enough together to maintain a Sabbath-school. These are Tramelan, Locle, La Coudre, and Bâle. At Locle there are about 20 members of the Sabbath-school, at Tramelan 15, at La Coudre about 13, and at Bâle 13. The lessons used are those of Bro. Bell, but some other lessons also are studied. These lessons have been translated for our paper. There are many other friends scattered through Switzerland that cannot be gathered together for Sabbath-schools, and can only have family lessons; but these I

"If it shall please God to give me health I shall try to advance the interests of this work."

Sr. A. M. Loughborough reports two schools from England, one at Southampton and one at Taunton. The former has a membership of 40, average attendance 37, number of classes 4; the latter, membership 25, average attendance 20, number of classes 2. She says: "We have not as yet entered into a National Association, therefore cannot report as many items as you do in America; we are, however, working toward this point, and may arrive at it sometime, when we can make a better showing than this."

Eld. J. G. Matteson writes from Christiana, Norway: "The average membership of our Sabbath-school is 109, attendance 90, per cent of attendance 83. We have had three divisions, little ones, children, and youth, with 12 classes in all

"We have also a Sunday-school, the average membership of which during the same quarter has been 78, attendance 62, average per cent 79. "The scholars in the Sunday-school are, with

"The scholars in the Sunday-school are, with a few exceptions, different persons from those in the Sabbath-school. Thus we have had about 140 scholars to teach every week during the quarter.

quarter.
"We teach from question-books similar to those you have in America."

THE S. S. WORK IN SOUTHERN CAL-IFORNIA.

At the camp-meeting held near Lemoore, Cal., April 22 to May 2, the various Sabbath-schools in that part of the State were well represented by earnest workers who seemed to be anxious to learn all they could in regard to their work. Several meetings were held in the interest of the Sabbath-school, besides the regular Sabbath-school on the two Sabbaths. W. C. White took charge of the meetings, and J. N. Loveland was elected secretary, pro tem.

The first meeting, held Friday afternoon, being necessarily brief, was occupied mostly in making arrangements for the school in the morning. Seventeen teachers were chosen and assigned positions in various parts of the tent. In the morning these were in their appointed places twenty minutes before the time, ready to welcome their scholars, many of whom also came early, so that everything was in order, ready to begin the school promptly at nine o'clock. About one hundred and fifty joined in the exercises. The lessons used were the regular lessons for that Sabbath in the Instructor and Lesson Sheet, and lesson fifty-eight in "Bible Lessons for Little Ones, No. 2." In the S. S. meeting held during the week, the best methods for teaching and studying the lessons were quite fully discussed. Several brethren of extensive

experience in teaching day school made strong pleas for the use of illustrations in teaching and studying. It is largely through the eye that the mind, especially of the child, is to be reached. Grown people often take advantage of the power of illustration in conversing with one another. They have learned that if they would have what they say make an impression on the one they are addressing, they must in some way draw the attention of the eye. How much more important is this if one would interest children.

A committee on resolutions was appointed and a committee to advise in regard to the best lessons for the schools in their districts. This committee recommended the adoption of the lessons suggested in the circular sent to each school by the committee appointed at the general meeting at Oakland. By this step the California Sabbath-schools fall in line with the other State S. S. Associations, using the same lessons which have been uniformly adopted in the Eastern States, and which have proved so useful to the schools there.

Resolutions were passed recommending that a meeting of the officers and teachers of each school be held at least once a month to consult about matters pertaining to the interest of the school; also that it is the duty of teachers to provide themselves as far as possible with all the helps which will conduce to their efficiency. From the number of Bible geographies, dictionaries, atlases, etc., which the brethren carried away with them, we judge they intend to carry out this resolution. It was also recommended that a Sabbath-school council be held in connection with each District Quarterly Meeting.

The Sabbath-school on the second Sabbath of the meeting was much the same as the first. The general exercises in the children's division were conducted in a very interesting manner by Bro. Traber. The lesson was charted out on the blackboard, and the facts so arranged that by going over the lesson three or four times, first bringing out a few main points, and afterward more particulars, the children were soon able to give the whole story in their own words.

J. W. LOVELAND, Sec. pro tem.

TEACHERS THAT DO NOT TEACH.

There are many such. Happy the school, happy and singular, where they are not found. In the Sabbath-school, yes, in any school, one reason will generally account for the fact, when the fact exists. It is a sad reason, and we hate to write it against any brother or sister. We will not write it against them; we will write it for them, and for those whom they teach without teaching. The reason is—lack of earnestness.

Of course there are many reasons aside from

Of course there are many reasons aside from this, why some teachers teach more successfully than do others. But no teacher ever fails utterly to teach, except through lack of earnestness. This is so, because, in the first place, earnestness itself, and from no cause but itself, is a great teaching force; and in the second place, because earnestness in a teacher will lead that teacher to secure other teaching forces in addition to earnestness. We surely must add that God helps the really earnest soul, and whom God helps cannot fail.

If there is any vocation in the world that more than any other demands earnestness, that vocation is teaching. And of all teaching teaching Christ. And of all teaching Christ, teaching Christ to the young. O brother, O sister, teach earnestly, or—we were going to say not teach, but we will not say that. We will simply say, and say again, teach earnestly. Put heart into your teaching—put consecration—put will—put soul—put yourself, shall we say? no, put Christ in you. Do not entertain your class. Yes, that you must do, but entertain them in order to teach them. Wait, we can put it better than that. Entertain them by teaching them. You at least, do not you, increase the number of teachers that do not teach.—Prof. W. C. Wilkinson, in Baptist Teacher.

THE TEACHER'S PREPARATION.

In order to teach successfully in our Sabbathschools, where there can be no compulsory attendance or discipline, a thorough preparation on the part of the teacher is indispensable. Indeed, nothing in the whole range of the teacher's effort is so absolutely essential to success as this same preparation, -a preparation of mind, and heart, and life. And preparation means work, -earnest work. Nothing worth doing at all is ever accomplished without regular, persevering labor; and the matter of preparation for teaching is certainly no exception. And right here it is that very many teachers make a great mistake. They seem to imagine that teaching a class for half an hour once a week can be gotten through with respectably, and the requirements of the occasion tolerably met, with very little thought or study. That the teacher may pass through the recitation without appearing to disadvantage seems to be the main anxiety. This is a grave error, and one which cannot but result in harm. Some writer has said, "Success in teaching is not so much a matter of leisure. or talent, or education, as of earnest purpose and persistent work;" and nowhere is this truer than in Sabbath-school teaching.

But says one, This is indefinite; what do you mean by preparation? Well, first of all, learn the lesson; and learn it early. Business men drive their business instead of allowing it to drive them; and teachers who mean to do good work will not put off the study of the lesson until Friday evening or Sabbath morning. It is a great advantage to learn the lesson some time before it is to be recited. The mind will almost unconsciously dwell upon it in moments when the hands are perhaps busy; and new thoughts will arise, which a hasty study just before the recitation would never call out. When a teacher can simply recite his lesson, it is not learned. A careful reading of the chapters connected with the lesson is indispensable, if one would be really intelligent on the subject. If there are points in the lesson upon which queries may arise, take pains to look up authority, that you may be able to answer the questions of your class. If the lesson is on Bible history, look up the places mentioned, on the map and in the Bible geography or dictionary. Notice their situation, their distance from other places and relation to them, also some description of the places, and any historic events which may be connected with them. You may thus be able to give your class a few items which will help to fix the lesson in the mind. Often some little mention of this kind will get the attention of a careless one, and afterward you may be able to interest him in the real lesson. It is hard for children to become interested in anything of which they can form no picture; and we that are older find it much easier to remember, when we have been able, by reading, to "give to airy nothings a local habitation and a name.'

But of course we must not depend too much on these helps. They are calculated to supplement the other preparation, but not to take the place of careful study and thought upon the lesson itself. Let us endeavor to have a thorough, clear, and intelligent understanding of the lesson we intend to teach; for if we do not have such a knowledge ourselves, how can we expect those under our charge ever to become thorough Bible students. Of course it will take time for this preparation. But some of our best moments are not too precious to devote to this good work. What work is of more importance than this? Forego the reading of a pleasant book or some social privilege, if necessary; but if you are a Sabbath-school teacher, do not neglect the proper preparation to meet your class. We are in earnest. We want to do good work,—to interest, to reach, to save. The field is wide, and beautiful, and hopeful withal; and the Master is waiting to bless our efforts.

the Master is waiting to bless our efforts.

But our preparation will still be incomplete, if we neglect preparation of heart. Study the lesson prayerfully. Ask God to direct in study and in teaching. He alone can so light up the sacred page that we shall understand its meaning and feel its power. He will sanctify the truth to the teacher, and make it the power of God to the salvation of the taught. There is a preparation, a teaching power, that comes only in answer to prayer.

Said an elderly lady who was among the early Sunday-school workers in the city of Boston nearly fifty years ago, "It used to mean something to be a Sabbath-school teacher in those days;" and it should mean something in these days. Is the work of any less importance? is there any less need of earnestness now than then?

EVANGELINE BELL.

WHAT THEY SAY.

We think if all could read the encouraging letters which come to us from our State officers and others engaged in the S. S. work, it could not fail to give them fresh inspiration. We give below a few extracts from the reports of State secretaries, which will give something of an idea of the condition of the work in the different States.

Sr. Ida Sharpe, Sec. of Ohio S. S. Assospeaks of interesting S. S. meetings held in their State during the last quarter, and of the good accomplished by them. She further says, "The interest is good; all seem to take an active part in the Sabbath-school work, and write good, encouraging letters, telling their determination to go on and work for the Lord. Very nearly all the Sabbath-schools pay tithes, and are willing to do it."

Sr. Viola Shrock, State Sec. of Indiana, writes a long letter, which we would be glad to publish for the benefit of the schools of Indiana, would our space permit. She urges the schools to be prompt in reporting. Thinks that they have been amply repaid for the work bestowed in their State during the last year, by the reformation wrought in their schools, but expresses fear least some be content to rest on the strength of past achievements. She urges the establishment of family Sabbath-schools, where there are those too much isolated to attend church-schools, and asks all such to correspond with her in regard to the matter, and she will give all necessary instructions, send blanks, etc.

Sr. N. J. Walsworth writes from New York: "There are some encouraging features in regard to the Sabbath-schools in our State, and those who have written me seem to want to do all they can to make the work a success. From one school we received the following encouraging words: 'The children manifest a good interest, and during the past year four or five of them have embraced the truth, and three of these are children of unconverted parents.' All seem to feel that the Lord is blessing their efforts in the Sabbath-school to the good of the children."

Bro. L. T. Nicola says for Iowa, "I am satisfied that the general interest in our State was never so good as now." We know that Iowa has some strong, disciplined young men and women, who should make the work in their State move with energy.

Sr. Rosa Chrisman, State Sec. of Texas, writes an earnest letter to the schools of her State, but we have room for only the following:—

ing:—

"I have received no money, but have paid the expenses of the work from my own purse. I have never called on the schools for help; for I felt that each needed all it had, since we are all beginners. But I hope that each school will send in something by next quarterly report. I wish we could all remember that the Lord loves a cheerful giver. I do not want the Texas Association to fall behind in the least thing. I wish I could say something to our brethren and sisters to urge them to more constant and earnest labor in the S. S. work. But I cannot think what can be said more than has already been said. The Lord is so good to us and is blessing

us with so much light that it seems that this ought to be sufficient to call out our best labor. We certainly might show our gratitude by being punctual at Sabbath-school, with good lessons and cheerful faces."

Sr. E. D. Robinson says for New England, "There has been a marked change, especially in the last six months, in the manner of learning the lessons in our schools. Some who thought they could not study have found by application that they could succeed."

Sr. Isadore Baker, Sec. for Maine, sent the following, dated April 24, which gives ample excuse for the failure of the report from that

"I regret to say that the report of the Sabbath-schools in Maine, and all the records were burned a week ago, with my father's house. It will be very difficult to report, as I do not remember the addresses of the superintendents and secretaries; but I will report as soon as I can get returns."

S. S. MISSIONARY WORK.

The opening of the summer, with all its beauty and freshness, should give us new courage, not only for the re-inforcement of our present Sabbath-schools, but for the establishment of other Sabbath and Sunday schools, which, though some of them may not continue longer than through the summer, will yet accomplish much good. Quite a number have, with their reports, given interesting experiences in this direction. They have been so cheering to us that we feel like giving a few for the encouragement of others.

One writes of a Sunday-school started in a country place last summer, which, despite sickness and bad roads, they have been able to keep up during the winter. Through the influence of the children, parents have been induced to come in; some have become interested in the truth, and one family have already commenced the observance of the Sabbath,—all through the influence of this Sunday-school.

come in; some have become interested in the truth, and one family have already commenced the observance of the Sabbath,—all through the influence of this Sunday-school.

Another writes: "There are several attending our Sabbath-school who are not Sabbath-keepers, and we furnish them with the Instructor free of charge. Two of our scholars have commenced to keep the Sabbath during the last quarter. Pray for us and our school."

From another school which has been kept up this winter through great discouragements, come the following words of good cheer: "We feel well paid for sustaining our school, though under so unfavorable circumstances.

Notwithstanding these difficulties, our school has been an interesting one. We do not think of one failure on the part of pupils; all have had very perfect lessons. And best of all we have enjoyed the blessing of God upon our efforts, and are encouraged to still labor in this good work."

We might add other extracts equally interesting, but these are enough to show what can be done. Of course, in some places there are better openings than in others; yet we believe there are scores of places all over the land where such schools might be started. A little earnestness and courage will sometimes do wonders. For our young people, who are so often charged with having too much enthusiasm and energy, this field of S. S. missionary work is an encouraging one. Energy and enthusiasm, when manifested in a good cause, may be powerful helps. But we must not expect too much at first.

We must work, and study, and pray; and if the heart is in the work, some good results can hardly fail to follow, although perhaps not as soon as we expect. "Cast thy bread upon the waters; for thou shalt find it after many days." Those who have made success in any good work have not done so without discouragements and much persevering effort.

Do not despise small beginnings. You need

Do not despise small beginnings. You need not wait to get a large number before you commence your school. Half a dozen bright, active children will do to begin with; and these, in turn, will doubtless do more toward getting in others than you can do. Often the humblest efforts result in the greatest good.

Shall we not hear of the establishment of

Shall we not hear of the establishment of many Sabbath and Sunday schools during the coming summer? Write us of your experience in this work.

E. B.

SABBATH-SCHOOL REPORTS

For Quarter ending March 31, 1880.

General Summary.

Names of States.	Names of Secretaries.	No. Schools Reported.	Membership.	Average Attendance.	Number of Classes.	New Members Enrolled.	Number Dropped.	Amount Contributed.	
Cal.,	W. J. Bostwick,	26	893	544	111	86			27
Dakota,	M. M. Olsen,	9	268	131	37	14	7	4	66
Ind.,	Viola Sbrock, Lizzie Campbell,	16 33	385 739	250 440	53 78	65 58	29 79	21 24	75
Iowa,	Leroy T. Nicola,	36	1097	763	142	104	79	50	30
Kansas,	Ada A. Dawson,	35	900	558	109	108	44	35	94
Mich.,	Eva Bell,	81	2808		364	228	285	145	82
Mo,	D. C. Hunter,	17	420	256	49	49	55		71
Minn.,	L. A. Curtis,	34	1031	653	119	108	44	44	
	Adna Johns,	5	141	81	16	18	4	0	55
N. Y.,	N. J. Walsworth,	23	458	270	64	17	13	16	09
New Eng.	Mrs. Robinson,	20	480	333	59	38	18		31
Neb.,	Mary V. Burke,	17	486	286	54	52	52		98
Nevada,	Estella G. Hand	1	18	14	3		-	5	95
Ohio,	Ida Sharpe,	26	753	432	87	77	97		79
Pa.,	Mrs. F. C. Oviatt,	25	515	322	78	56	42		79
Texas, Tenn.,	Rosa Chrisman, Mary A. Remley	10	334 50	208	44 8	45	63	6 2	04 83
Vermont,		15	340	210	50	24	28		33
Virginia,	R. F. Fultz,	1	38	20	5	1	20	14	60
Wis.,	Nellie C. Taylor,	50	1269	833	171	160	73	53	85
W. Va.,	Wm. R. Foggin,	1	26	18		9		0.0	25
	Totals,	485	13 44	8434	1703	1311	1072	\$748	36

MRS. M. K. WHITE, Gen. Sec.

Report of Ohio S. S. Association.

NAMES	Names of	Membership.	Attend.	Added.	Dropped.	Classes.	# :	ributed
SCHOOLS.	Superintendents.	Memb	Aver.	No. A	No. D	No. Cl	Amount	Contri
	Franklin Wells	24	17	2	****		\$	44
Bowling Green	J. B. Craw	50	35	9	29	7	6	27
	H. H. Burkholder,	42	23	4	5	5		11
Clyde	L. T. Dysert	35	23	7	14	4		70
	W. A. Gibson	45	22	4		4		47
Corsica	Alfred Stevens	38	29	- 4	****	5		97
Dunkirk	R. A. Shane	35	26	****	++++	4		58
	J. S. Fisher	15	8		*****	*****		02
Hamler	S. E. Edwards	31	16	2	*****	3		08
Leesburgh	Eli Glascock	24	14	2 2	2	3	4	23
	Oliver Hoffer	30	23	11	9	4	2	91
	J. M. Watts	36	18 14	4	4	4		42 83
	Wm. Chinnock	27 34	22	4	1	4	1	92
	Naaman Noftsger	21	13	2	1			30
	William Beebe	12	5			2 3	1	(19
	W. B. Davis B. B. Francis	33	14		*****	3		13
	Mrs. H. Flint	17	7.4	*****	*****		î	98
	John L. Shockey	33	16	10	2	3	1	66
		25	12	1	1		1	00
	J. T. Crockett John Sprinkle	21	15		1	3 3	******	66
	A. Babcock	14	11	*****	2 4	2	1	65
Van Went	Lydia A. Stripe,	27	17	1	1	0	3	55
	Wm. Martin	28	9	2		2 3		65
	W. T. Carson	31	14	3	16	4	ĩ	22
	H. C. McNeal	25	16	3	4	3	î	95
No. Schools, 26	Totals	753	432	77	97	87	\$56	79

Appleton, Pine Grove, New Hampshire, Paulding. The Sharpe, Sec. Report of Tennessee S. S. Association.

Edgefield June Mt. Gilead	J. B. Yates		10	3	2222	\$1 05 53 1 25
No. Schools, 4	Totals	50	37	3	8	\$2 83

MRS. MARY A. REMLEY, Sec.

Report of Texas S. S. Association.

	(-)						
Bushy Knob	George Henderson	18	12			3	
	Chas. Wilson	43	21	3		5	\$1 35
	A. H. King	35	25	6	15	3	
	C. H. Tinkle	39	26	8 7	14	7	
	John Wilson	21	13	7	5	2	********
Plano	J. S. Kilgore	35	28	9	3	5	
	Jas. Gage		46	10	20	9	2 15
	Joseph Smith	29	20	2	4	4	
	Martha A. Starr	14	5			3	
Turners Point	J. B. Renshaw	15	12				
No. Schools, 10	Totals	334	208	45	63	44	\$6 04
	7	R	08A	CH	RISM	AN.	Sec.

Miscellaneous Reports.

Rockport, W. Va.	W. E. Frick, Robinson Foggin, A. C. Neff,	18 26 38		3 1	2	3 2 5	\$5	95 25 60
No. Schools, 3	Totals	82	52	4	2	10	\$6	80

Report of Iowa S. S. Association.

NAMES OF SCHOOLS.	Names of Superintendents,	Membership.	Aver. Attend.	No. Added.	No. Dropped.	No. Classes.	Amount	Contributed.
	James Sylvester	60	38	4	2	6		
	J. D. Clark	14	10	1		3		
	S. Garrett	23	18			3	00	40
	J. Dorens	26	7	14	2	2	\$2	00
Des Moines	H. H. Perry P. McCormick	20 18	17 12	14	2	3	1	75
	Mrs. J. F. Hanson.	25	21	8	3	4		72
	Ole Oleson	14	17	0	o	2		12
	Henry Johnson	17	12			2		
Forest City	A. C. Hardy	11	9			3		
	Wm. Stoner	14	11				2	50
	Wm. M. Hamilton.	16	16	2		2		
Hook's Point	W. W. Ballard	16	11	1		3		26
	Martin Simons	25	20	3		3		40
Knoxville		72	44	12	1	8		24
		32	18			5	5	50
	Mrs. N. A. Beck	18	15		4	3		58
Marshalltown	Chas. Johnston	37	16		8	. 3	-	
	I. J. Hankins	63	42	4	8	7	2	91
Marion	Thomas Hare	11	8		3 2	2	-	20
Magnolia	George Jeys	42 26	27	7	5	4 4	1	65
	F. M. Smith W. V. Field	37	19	1	9	4		21
	J. W. Adams	65	43	1	7	8	T	76
	G. K. Garvin	9	7			2	1	
State Center	G. V. Kilgore	55	44	3	8	8		72
Sigourney	J. H. Durland	69	43	13	15	9		02
Spencer	Paul Jenson	12	11	20	10	2		-
Sandyville	Z. Beaman	45	31		7	6	4	80
Smithland	E. A. Luce	75	53	27		9		26
	W. A. Hansen	27	17		1	4	100	-
Waukon	Sarah A. Vile	31	21	4	2	4		20
Woodburn	C. W. Neal	31	23	1	1	4 4 2 3		63
West Union	E. W. Nutting	20	11	2		2		
West Dayton	L. Cleinren	21	15	1		3		56
1 Family School.			6			2		20
No. Schools, 36	Totals	1097	763	104	79	142	\$50	80

Names of Schools that failed to report:—
onaparte, Dunlap, Oxford Mills,
ontonsport, Pretty Prairie, Oskaloosa,
ond's Station, Davis City, Monroe.

LEROY T. NICOLA, Sec.

Report of Minnesota S, S. Association.

Blue Earth City., George Rockwell	28	15	1	1	4	\$ 80
BufordJ. Rogers	16			1	3	91
Crow Wing H. F. Phelps			8	1	4	1 19
Cleveland Samuel Whipple	13	**	1	1	2	35
Dassel. Joshua Castle.	29	13	5	-	4	5 17
Dodge Centre Myron Winchell		32	11	1	5	2 98
Dundas W. H. Buck	22	14	**	11	4	2 83
East Hutchinson Mina E. Whitelock	49	33		**	6	2 00
Fagle Lake Jeremiah Moon	49	30	6	2	4	3 37
Fair Haven Maria Mead	27	11	6		3	93
Gr'nwood Prairie Mr. A. N. Starr	29	24	1		4	90
Grove Lake David Stephenson.	44	29	5		4	3 20
Home J. E. Pickle		12			2	
Irving Chloe Campbell		27	3		5	1 60
Kenyon David Akins	17	13	- 6		3	-
Kingston L. A. Curtis	15	11	4	1	3	
Lake City Rosa Clark	36	30	8	6	4	3 48
Lucas M. E. Foster		30	8	3	5	1 39
Mansfield Frank J. Coon	26	16	1	1	3	1 43
Mankato Elwin A. Merrill		15		18	3	2 32
Mapleton David Alway	25	13	4	1	3	
Milford L. G. Meeker	11	9	4 2 3		2 4	
Medford Fernando Douglas.	40	27	3		4	2 77
Maple Springs P. E. Streeter		7		1	2 2	92
Monticello Nettie A. Walker		8	1	1	2	1 59
New Auburn Frank Randall		19	4	1	4	40
New Haven S. W. Hickock		41	4	7	4	1 08
Otranto Hattie Gleason		21			4	1 72
Pleasant Grove J. S. Harris	45	22	1		5	73
Riceland Hans Jensen	59	50	15		4	
Round Prairie Fred A. Lashier	32	16	2	1	3	
Sauk Center Josiah Wood	23	12		1	3	26
Steele Center Nels, Hanson		12	6	1		64
West Union A. Chamberlain	28	17		1	4	115
No Schools 24 Totals	1001	050	100	- 44		e14 41

Hutchinson,
Burnhamsville,
Beldenville,
Lake Ellen,
Lower Agency,
Loutus A. Curris, Sec.

Report of Nebraska S. S. Association.

Albion	John Clark	26	17		*****	3	\$1 24
Blue Valley	Parker Ryan	35	25	2		4	2 07
Camp Creek	Thomas Cole	19	13	1		4 3	3 00
Decatur	T. G. Thompson	51	33	2	2	4	3 04
	0. W. Bent	36	15	12		3	
	O. Holingsworth	25	12			3	
	Myron N. Jenkins.	26	16			3	41
	T. O. Barker	11	10	2		3	21
New Era	Jacob W White	26	16			3	80
	Hawley Collins	18			-		
	W. J. Garner	41				4	37
	A. E. Whiteis	47	31		2	4	2 4
	J. B. Stillwell	26		1	16	3	
	Alex. Hackworth	20				3	6
	Charles Bray	18				3	
	A. Haynes	40			3	3	7
	W. Brookins	21	13		8		
neching much	W. Brookins	M.	40		0	-	
No. Schools, 17	Totals	486	ORR	52	52	54	\$14 9

Names of Schools that failed to report:—
David City, Humboldt, Seneca, Dry Creek, Halifax, Waco.
Fremont, Plainfield,

MARY V. BURKE, Sec.

Report of Wisconsin S. S. Association.

NAMES	Names	ship.	ttend.	ded.	pedd	SECS.		buted.
OF	of	ber	7	Ade	P	3	8	Ē
SCHOOLS.	Superintendents.	Mem	Aver.	No.		No.	Amous	3
Adams Centre		29	15	10		4	\$	92
Alma Centre	Elisha Godfrey	5 11	10	1		2 2		43
A varanche	J. D. Christman J. McDaniels	26	11			2		8
Attica	Wm. Atkinson	17	12		4	2		9
Baraboo	Wm. H. Canfield	18	14		4	3	1	41
Burnside	Jeremy Dibble	13 14	11 10	1		2 4		48
Clay Banks	Andrew W. Fuller Sarah E. Campbell	37	19	î	1	7	2	30
Debello	Smith Shreve	53	32			6	1.3	60
Dorchester	E. H. Winchester	12	9		4	2	1	30
Delona	Mrs. H. Dockham	15	12			2		
Find du Lac	David Alexander	15 61	11 35	7	9	3 9		14
Fort Howard	Stephen Norton Thos. W. Pringle	25	20			3		2
Fremont	E. A. Whipple	25	17	2	1	-4		3
Grand Rapids	Mrs. Hattie Hall	23	11	7		3	1	25
Hebron	J. E. Green	16	14			4		10
Hillsborough	J. P. Knowlton	21 31	12 14	17	3	3 2	4	25
Kickapoo., Little Falls	Eli Osborn	12	10	-11		2		46
Little Prairie	John W. Blake	12	9			2		47
Lisbon	Benjamin Carter	10	10			2		80
Lind	James Hilton	21	11	6		2		43
	J. W. Young	28 27	20 19	6		4	1	10
La Grange	Henry Jennings E. J. Rice	22	17	1	10	4	1	5
Little Pine	Edward Higgins	29	20		20	4		00
Mt, Pisgah	Lydia Mossey	29	24	1	1	3	15	
Monroe	E. R. Gillett	26	20	50		4		8
Mt. Hope	M. R. Snider	41	23	11		4		65
Maple Works	Mrs. A. Hallock Robt. K. McCune	34 33	19	2	4	3	1	69
	Mrs. C. Bowman	30	21			4	2	9
Neenah	Hans Sorrenson	33	23			4		7
Oakland	Lewis Anderson	36	28		1	5	3	1
Oconto	Charles Riffle	36	26			4		
	Julia Crecy	11 89	57	3 14	5	9	4	87
	Chris. Mikklesen W. H. Williams	21	16	1.4		4	1	5
Raymond	J. C. Neilsen	50	40	4	2	6	5	0
Sand Prairie	J. T. Crow	41	33	15	12	5	13	3
Stevens Point	J. J. Smith	11	8	1	5	2		7
Sturgeon Bay	Clara Post	18	13	0	0	3		9
Victory	Geo. P. Griffin	18 29	12 15	8	2	2 3	1	61
Weston	John Sufficool	27	10	3	3		1	1
Waterloo	Almeda Alcorn	28	16		1	3		2
2 Family Schools			8					
No. Schools, 50	Totals	1269	833	160	73	171	\$53	8

The schools at Rush Creek and Johnstown Center failed to report.

MRS. NELLIE C. TAYLOR, Sec.

Report of Dakota S. S. Association.

	6
	4 \$ 35
3	3 97
5	5 1 05
4	3
3	3 87
1	8
1	5 34
2 4	5 1 08
7 3	7 \$4 66
-	SE?

Report of California S. S. Association.

Arbuckle	John Closby	47	26	5		5	\$6	30
	Frank Boucher	45	30	2	7	3		10
	J. Richardson	ħ	3		1	3 2		
	James Blair	33	22	2	-7	4		
	W. T. Ross	25	20	2	- 2	3		
	J. T. Roberson	11	10	-		2		
	E. A. Briggs	10	5		- 1	4 3 2 1		
Gualala	Mrs. Bainbridge	3	3			2		
	G. W. Mills	44	34	4		6		80
Lone Oak	T. C. Howells	21	-	7				
	Henry Brown	21	17	4		3 4 2	1	60
	John M. King	38	20	4		2	-	-
	W. G. Myers	32	22		3	5	8	31
Nevada City	Alonzo Papworth.	13	10	3	4	2		05
Oakland.	W. C. White		106	28	17	19		68
	G. P. Sanford	11	11	200	-	2	200	-
	J. Bean	12	-			2		
	Mrs. Chapman	16			9	3 3		
	D. S. Hemstreet	18			7	3		50
Rocklin		18	12		ò	4	2	75
	Henry Reick	13	10		ĩ	4		00
	Frank Brown	60		2	2			00
	H. W. Hackney	58	30	-	7 2 1 3 1	5 5 7		
Santa Rosa	John Morrison	81	54		-	7	13	85
	G. W. Blair	39		1	6	ā	3	
	J. G. Overshiner	81	51	20	2	8		70
No. Schools, 26	Totals	893	544	86	58	111	113	27

Names of Schools that failed to report:—
Temperance Colony, Little River, Church Colony,
Fairview, Oak Grove, Golden Rule,
Lemoore, San Pasqual, Locust Grove.
W. J. BOSTWICK, &

Report of North Pacific S. S. Association.

OREGON.	Toronto Barriero Con				1		Water
Beaverton	J. D. Huntington	32	27	11	2	4	\$2 75
Damascus	Jesse Kingsbury	10	7			1	
Milton	J. A. Smith	44	24	2	1	4	5 50
	John Donaldson	34	23	5	1	4	1 30
Pataha Prairie	Moses Hunt	21				3	
No. Schools, 5	Totals	141	81	18	4	16	\$9 55

The School at Walla Walla failed to report.

Adna Johns, Sec.

Report of Pennsylvania S. S. Association.

NAMES	Names of	Membership.	. Attend.	Added.	Dropped.	Classes.	Amount	Contributed
SCHOOLS.	Superintendents.	Mem	Aver.	No.	No.	No.	Amo	3
Blockville	H. M Carpenter	29	17	3	3	4	1	
Coudersport	Mrs. H. T. Dingee	10	8			1	\$	25
	James Backer	19	15	1	3	2		76
	Isaac N. Williams	20	11		1	4	1	
Ellicottville	Wm. Morehouse	40	17	4		4		92
	O P, Galloway	13	12		2	2 2 4	1	11
	Andrew Kelley	18	18	18		2		
Lindley	Charles Rutlege	31	16					12
Mathew's Run	Mrs. Ann Wilder	14	10	3	- 2	2 4		10
	John J. Kenyon	21	15	2	7	4	1	
Niles Hill		29	16	1	1	4		96
Portville	Homer Howe	10	7	1	-	3 2 5 3		31
Port Allegheny	Wm. Wetmore	36	19	6	2	3		
	Otis F. Bowen	13	11			2		25
Raymond		26	16			5)		77
	Wm. A. Clark	9	7		1	3	1	00
Smethport	G. H. Toles	26	12	8	1	4		70
Sinclairville	Orrin Torry	32	13			3	2	85
Sabinsville	Converse Baker	13	7	5	5	3		
Sunderlinville		23	19	3	11	4		12
	W. W. Williams,	11	10			3	1	13
	J. W. Raymond	20	10		2 2	4		
West Pike	B. B. Wetmore	12	10		2	2		
Wellsville	Mrs. Lindsey	31	18	2	1	5	2	47
Family School	Geo. F. Evans	9	8					
No. Schools, 25	Totals	515	399	56	49	78	\$20	70

Names of schools organized near the close of the quarter:—Cottage and Page Hollow.

MRS. F. C. OVIATT, Sec.

Report of New York S. S. Association.

			1 4					
Adams Centre	Irving Whitford	34	23	1	7	6	\$	86
Bucks Bridge	Mrs. A. Crosbie,	22	17	5		3		89
	T. T. Wheeler	17	14			2		
Buffalo		6	6			3		78
Frankfort and						-		-
Litchfield	Mrs. Hardiman	31	22	3		4		
	Luther Upson	17	11	5			1	92
	I. N. Russell	12	11	-		2 2	1	00
Lancaster		32	19			3		58
Mannsville		37				3	~	48
	Edson Dow	3	1					*17
	David R. Bogart	21	10			4		
	Phineas Olmstead.	19	10	3	6	2		29
	Wm. G. Thompson	5	5			3		20
	Joel Robinson	11	5	3		2		33
	William Lewis	41				5	1	88
	L. R. Chapel	31				5		76
	R. F. Cottrell	6	5					10
	Orson Holden	31	16			4	9	58
	Harvey Dana	22				3	-	00
	H. F. Foster	13	ii			1	h.,	
Vermillion	Mrs. Wm. Chesbro	16	TT	1		2		63
		25	15			4		40
West Pierrepont.	Samuel Miner	6	6			1		71
Weedsport	Mrs. G. J. Stevens	0	0			1		11
** 0.1 - 1- 00	Totals	450	270	17	13	0.1	\$16	no
No. Schools, 23	Totals	200	210		10	01	DIO.	09
					1			_

Names of Schools that failed to report :-

Chester, Ellisburg, Greenboro, Governeur,
Newfane, South Rutland, West Bangor.
Mrs. N. J. Walsworth, Sec.

Report of Indiana S. S. Association.

		_	_			_		_
Arcadia	William Cruzzan	25				4	\$1	25
Alto		28		5	****	5	1	68
Bourbon	Anderson Lynch	5	4	1	****	1		
Bunker Hill	A. D. Jones	22	16	10	5	3		****
Franktown	G. W. Riley	22				3		92
Ligonier		52				5	1	
Mechanicsburg		22		3		3	2	62
North Liberty		29		1	8	5	1	70
Noblesville	Abraham Snyder	40				4	5	11
Patricksburg	J. T. Richards	28		3	2	4		32
Peoria	James Glaze	11		2		1		00
Rochester	J. B. Dunlap	32				4		00
Wolf Lake	Nellie Gray	40			*****	5	1	81
West Liberty	F. M. Roberts	18		2	*****			
Yorktown	C. D. Mann	11	10			2		58
1 Family School		•••••	3		•••••	1		9
No Schools 16	Totals	385	250	65	29	53	\$21	75

Names of Schools that failed to report:-

Deedsville, Fowler, Marion, New London, Sevastopol.

Mrs. Viola Shrock, Sec.

Report of Vermont S. S. Association.

	H. W. Pierce	38	23	6	5	4	\$1	76
Bristol	H. W. Jackman	13		****		****		35
	Hollis H. Smith		16		2 2	4	1	18
Cabot	Henry Lamberton	20	12		2	4 2	P	61
East Richford	Eld. E. Kellogg	22	13	11	2	2		9
Elmore	C. C. Drown	17	12		2	3		59
Eden & Johnson	K. H. Elliot	37	16	3		3	1	87
*Granville and								
Warren	Frank S. Porter	25	13	****	*****	3		4
Irasburgh and								
Charleston	C. F. Worthen	52	23		7	6	2	7
Jamaica	Calvin N. Pike	51	36	3	7	7		0
So. Troy	V. C. Sisco	28	14			3	1	8
4 Family Schools			32		*****	11		1
No. Schools, 15	Totals	340	210	9.1	23	50	\$14	3

* This school meets in two places, but makes one report.

FRANK S. PORTER, Sec.

Report of Illinois S. S. Association.

NAMES	Names	ė.	nd.		ď.		2
I A III II D		E	te	ed	b	seg	Ħ
OF	of	ers	A	Added.	Dropped	Classes.	古工
COTTOOTS	0	qu	1	V			out out
SCHOOLS.	Superintendents.	Membership.	Aver. Attend	No.	No.	No.	Contril
			-				
							-
			**				do so
Aledo	Joseph Hughes	31	16	1	4	3	\$2 19
	Paul Dumontel	15	15		***		
	Mrs. N. F. Craig	51	30	6	10		2 30
	D. Hildreth	31	20	1	4		1 06
	Mrs, C. Frazer	17	16	3	8	2	
Clinton		11	11	*****	3	2	
	J. L. Dixon	24	****	*****			
	G. W. Light	12	10		4	1	
Davenport and							
Rock Island	T. F. Kendall	20	12	10	1	2	2 70
Du Quoin	Wm. Hirte	23	20	2	-9	4	26
Eugene	A. L. Bliss	5	5	000	4	2	
	Mrs. B. Avers	13	11			3	75
Gibson City	M. A. Cadworth	21	21			2	05
Greenup		27				3	
	S. K. Pottinger	14	8	2	9	2	1 10
	A. K. Attebury	16	15	7		. 3	
Le Roy		11	7			2	
Mackinaw	Mrs. C. Wordell	19	8	2	8	3	
Martinsville	Miss P. Sheapley	27	26			3	50
	H. J. Kittle	12	.8	*****		2	
Nora (Union)		40	15	3		3	1 34
Oakland	H. P. Ritchey	31	18	2	1	3	3 73
Onarga	John Havens	26	18	3		3	
Pittwood	Wm. Spinney	37		4	4	3	
Princeville	F. M. Bliss	26	17	1	3	4	46
Pankford	Mrs. H. C. Shedd	18	14	3	4	3	66
	M. J. Wood	9	7			2	87
	A. Nettleingham	73	37	1	···i	7	4 40
	Alvah Craw	9	7	2	2	i	1 75
Qt Anno	Paul H. Buzon,	18	13			2	1 10
Wahhan Crore	Wm. Herald	27	15			2	
	C. A. Constantine	25	20		*****	0	100000000
		7	20	*****	*****	2	*********
I Bamily School.	S. Glascock	- 1	*****			7	
N. Calanta 00	Motela	739	440	EO	70	70	\$24 14
No. Schools, 33	Totals	199	***()	08	79	10	474 T4

Names of Schools that failed to report:—
Beaverville, Hoopeston, Watseka,
Chicago, Lovington, West Salem.
Eight Mile Grove, Olive Branch,
LIZZIE S. CAMPBELL, Sec.

Report of Kansas S. S. Association.

Polyoir	Geo. Kennedy	24	10	11		4	\$1	65
	L. H. Caton	20	12	7	2		40	48
Bloomfield		27	23	i		100	2	70
	Levi Crawford	31	16	7	12			65
Big Timber	W. M. Emerson	30	17			3		
Bull City		31	23	1	5		1	14
Centerville	F. H. Morrison	42	25		1	4	-	60
Clarion	John H. Baker	12	9		2	2		
Coopersburgh		28	11	7	1	2	1	59
Elivon	R. L. Kelso	22	14			4	î	10
		25	20	1		3	3	40
	Alonzo Mack	20	11	5	1			36
Emporia	M. M. Snow	22	14	2	6	3	1	00
Grenola	Oscar Hill	30	12			3		
Harrisonville		19	10			3		
Lena Valley		11	10	3		6		
Leota	Eld. J. H. Rogers	- 39	15	11	3			20
Mt. Vernon	A. A. Reed	21	17	2				58
Marsh Creek		17	6	2		3		
New Liberty	Mrs. O. D. Phillips	22	22	*****		3		55
Noble		28	22	28		3	1	
Osawkee	J. M. Adams	54	29	10	2	5	2	35
Oswego	James M. Santee	29	16	1	*****	3		
	Nettie Sharp	6	5		****	3		20
Palermo	Peter Mohr	31	20	3	1	3		75
Peru		7	5			2		10
	M. J. Pierce	31	17	1	7	4		
Pontiac	Jacob Boyd	13				2	1	00
Redden	A. Saunders	27	21	2		2		
Rooks Center	W. Everhart	24		*****	****		. 5	20
Richland	A. G. Miller	48	28	1	****	7	1	23
Rock Creek	Jonas Divelbiss	28	16		*****	3		50
	M. E. George	38	26		****	4		16
	Robert Aitken	17	10		****	2	2	35
Sterling	E. E. Marvin	26	16		••••	3		47
No. Schools, 35	Totals	900	558	108	44	109	\$35	94
-						1		_

Amity, Morton, Otter Creek, Osage City, MRS. Ada A. Dawson, Sec.

Report of New England S. S. Association.

N. H.	house of							
	F. W. Mace			****		2		67
New Ipswich	Robert B. Thomas.	16	11	3		1		88
	S. A. Farnsworth	37	28	3	1	4		77
2 Family Schools MASS.			11	*****	*****	4		18
Boston	A. H. Wentworth	18	13	3	1		****	
Danvers	Geo. F. Fiske	82	65			7		27
	Mrs. S. N. Peabody	15	13		1	2		97
	E. T. Bedee	21	11	1	*****	3	1	91
Lancaster	C. W. Priest	36	33	4	6	7	15	60
	J. F. Piper	33	10		1	4		57
	H. P. Sanderson	19	16	1		3	4	43
	David E. Cooke	10	0	1	*****	2	1	25
	Minard Wood	14	13			2	5	05
R. I.							1	
	James A. Tefft	23	16	1	*****	3	2	14
	George A. Thomas.	15				2		
CONN.	denigo at anomies	-	-					
	H. L. Warner	39	15	- 3		3	2	16
N. J.	Ex. 22. Trus normann	0.0	-80	-		-		37
	Peter H. Betz	87	25	14	1	3	6	13
	Friedrich Schmidt	11	10			3		83
Md.	Friedrich Benmius	1.1	10	-				
Calverton	J. F. Jones	16	10		1	2	1	10
No. Schools, 20	Totals	480	333	38	18	59	\$81	31

The schools at Westmoreland and Francestown have been discontinued.

Mrs. E. D. Robinson, Sec.

Report of Michigan S. S. Association.

		_	-	-	,		
NAMES	Names	ip.	Attend.	d.	ed.	es.	ted.
OF	of	Membership.		Added	ropi	Classes.	ut
SCHOOLS.	Superintendents.	emp	Aver.	No. A	No. D	No. C	Contri
		100	A	×	N	N	A
Allegen	J. M. Baker	27	20		2	4	\$2 00
Alaiedon	William Swartout	33	22	1	~	5	42 00
Alma		15	· 5	12	1	2	79
Brookfield	Geo. O. Wellman L. N. Lane	20 31	18	15	5	3 5	1 65
Battle Creek	D. W. Reavis	394		44	57	53	30 81
Bunker Hill	Amy P. Curry Timothy Hariman	40 31	22 23	3	4	4 5	2 38 1 31
Birch Run	F N. Bartholomew	15	12			2	1 01
Bancroft	Edgar Rathbun Charles G. Hunt,	34 24	25 16	2		3	75
Birmingham	Benjamin Hill	31	17	-	1	3	2 48
Carson City	James Miner	57	28	2		6	3 19
Cedar Lake Douglas		24 27	16	4	3	3	6 21 2 00
Deerfield	Henry W. Carey	16	8			3	20
Dimondale	D. Houghtaling	47 20	22 10	16	30	6	2 97
Eaton Rapids	N. Lawrence B. F. Lewis H. N. Rounds	36	17	2	4	3 3	1 46
Freeland	H. N. Rounds	35	21	3	1	4	
Flint		46 50	21 26	8	2 3	5 7	1 12 3 16
Fremont Center.	J. H. Titus	40	20	19	9	4	5 10
Greenville	Mrs. M. C. Cyphers	29	19	3	17	5	4 50
Greenbush and Duplain		25	17	1		5	2 24
Gaines	W. J. Hardy	52	23	3	3	4	2 62
Green	John R. Snyder	15	8	1	1	3	40
Hillsdale		16 24	14		3	3	1 80
Hanover	Henry Fleetwood	29	21	3	2	4	1 17
Hickory Corners.		35 17	15		10	3	
Ithaca		50	23		18	3 5	1 25
Jefferson,	G. N. Monroe	74	48	1	2	8	2 04
Jackson		7 28	5			2 3	0 00
Kalamazoo	E. M. Butler	21	18 15			2	2 26
Lyons and Muir.	Peter Howe	32	21	2	2	6	3 00
Locke		42 36	21 19	8	4 5	6	3 82
Lapeer	A. Crownhart	43	16	2	4	4	1 19
Leslie		30	15	3	1	4	1 21
Monterey		25 38	16 25	1	6	2 4	77
Matherton	Arthur Dexter	21	12		6	3	
Memphis	Robert McConnell	64 10	23	1		8 2	3 09
Morley	John Waters	15	6 10		4	3	1 12
Maple Grove	Wm. Harding	25	19	3		3	2 50
Mt. Pleasant North Lansing	G. W. Cole W. H. Kynett	57 16	23 14	2	5	5 2	3 28
Newton	Ambrose White	20	15	2	1	4	45
Napoleon	John Francisco	14	10	2	3	2 8	
Otsego Orleans	F. H. Carpenter L. B. Kneeland	56 30	24	2	1	3	3 74 2 05
Ovid	Nelson Brown	12	7	1		2	1 73
Orange		30 11	17	2	2	3	67
Potterville	J. F. Carman	50	8 25	1	2	7	77
Palmyra	Lucinda Davy	24	16	3	16	3	1 54
Rochester	J. H. Thompson D. W. Randall	135	18 12	13	6	3	1 75
Ravenna	George Kearney	25	18	4		4	06
Rangom	C S Greene	19	12			3	51
Shelby	H. Richardson G. W. Newman	23 16	15 10		1	1	1 00
St. Charles	Andrew Granam	46	33	4	4	7	3 28
Spring Brook	Harriet N. Wolfe	10	9	1	-	2	
Spring Arbor	Julia Daniels	63	42 14	2	1	9	1 39 60
Summit	A F. Sumner Eli N. Hatt	19	12	1	1	3	
Sheridan	F. W. Hicks Isaac I. Harvey	18 32	12 19	4	5	3	1 55 3 12
Sumner	Isaac I. Harvey	33	15	2 2	1	3	40
Thatford	11 D Daylow	34	20	4	2	5	1 00
The Hold division spins	E. Z. Sanborn		19	8	3	4	1 63
Vassar	David Malin	24			- 1		7 97
Vassar Vergennes Wright	Mary Van Dusen R. J. Foster	21 76	14 43	3	12	3	1 27 3 03
Vassar	David Malin Mary Van Dusen R. J. Foster A. W. Bather	21 76 36	14 43 19	3	12 3	7 4	3 03 46
Vassar	David Malin Mary Van Dusen R. J. Foster A. W. Bather Mrs. L. Bigler	21 76 36 14	14 43 19 12		12 3	7 4 2	3 03 46 15
Vassar	David Malin	21 76 36 14 12	14 43 19 12 9	1	3	7 4 2 2	3 03 46 15 1 78
Vassar	David Malin	21 76 36 14	14 43 19 12 9	1	3	7 4 2 2	3 03 46 15
Vassar	David Malin	21 76 36 14 12	14 43 19 12 9	1	3	7 4 2 2	3 03 46 15 1 78

The schools at Woodbridge, Pierson, and Vernon have been discontinued the last quarter. The report from Mason was received too late for publication.

Eva Bell, Sec.

Names of Schools that failed to report:—

Bronson, Colon, Edenville,
Hazleton, Watrousville.

Report of Missouri S. S. Association.

Avilla	D. N. Wood	26	11		8	2		
Appleton City	J. G. Wood,	14		4	5	2	\$2	00
Emporia	Wm. T. Millman	39	17		2	2 2	1	
Gallatin	John Snyder	8	6		1	2		
Hamilton	Wm. Evans	17	9	1	10	2		96
Half Rock	J. A. Berkey	25	18			2 2		
Index	J. W. Withers	24	17			3		
Kingston	N. W. Allee	13	10	3		3	1	53
Lincoln	A. E. Flowers	25	16			3		
Nevada	W. G. Mossberger	42	29	15	12	6	3	60
Rockville	John R. Piepmier	24	14			3		75
Rolla	C. P. Hammond	13	9		1	2		
Salisbury	J. M. Gallemore	30	15	4	4	3	1	15
Sedalia	D. C. Hunter	47	31	8	1	5	8	29
Sedgwick	F. O. Newcombe	9	7	6		3	1	00
Union Point	Alice E. Slater	36	18	7	11	4		
Utica	Freman Ramsey	28	16	1		2	5	43
No. Schools, 17	Totals	420	256	49	55	49	\$24	71
								_

Names of schools that failed to report:

Sulphur Springs, Lowry City, Green Ridge.

D. C. HUNTER, Sec.

CHILDREN'S CORNER.

NELLIE'S REPENTANCE.



JACK, are you awake? So am I! And, Jack, I say

I'm truly very sorry for the words I said to-day When you and I were angry; you broke my doll, you know,

And I thought you were just hateful, and-and I told you so.

But since I went to sleep, I had a dream so queer! And somehow it has made me very sorry, brother dear.

For the quarrel that we had. And, O Jack, I'll tell you true,

All day I've been unhappy because of it. Have you ?

It can't be very late, mamma has n't come up yet; And I want to tell my dream before I quite forget. Turn your face toward me, Jack, and I'll whisper very low;

And, Jack, if I can kiss you, I'll be happier, you know!

Well, I dreamed a pure white dove went slowly flying by,

But his wings were, oh, so tired! and he could n't reach the sky;

And something made him falter, he seemed to be in pain,

And, Jack, his wings were covered with some dark kind of stain.

Then I said, "Oh, what's the matter? What can the trouble be ? "

And the dove said, "Little girl, you and Jack have wounded me.

All the naughty words you spoke without a thought or care

Up to the skies above us, for record I must bear. But the burden is so heavy that I tire on the way! Though the words must be recorded that are uttered day by day.

And the angels up in Heaven, oh, you can't think how they grieve

For every word of anger, or unkindness, they receive!"

Then the dove flew sadly on, and, O Jack, it made me crv

To think how much of sorrow we are sending to the sky!

I was sorry, oh, so sorry! and presently, dear Jack, What do you think ?- why, presently, the dove came flying back;

And his wings were white as snow, and light as light could be,

And the burden he had carried, no longer could I see !

And he told me that my sorrow made his burden fall awav:

Then, O Jack! I felt so happy! more glad than I can say!

Then something woke me up, and I wanted to tell you;

And-Jack, give me your hand; are-are you crying too ?

I've been thinking it's much better to make the angels glad

Than ever send a record to grieve and make them sad.

And, Jack, I do not know, but it somehow seems to me

That mamma's most an angel,-she's good as she can be;

So we'll try and never grieve her, or give her any pain.

Now kiss me, dear old Jack, and let's go to sleep - Youth's Companion. again.

ONE day a lady said to a little girl, "Helen, have you given your heart to Christ?" "I do not know just what that means," she answered;" but I know I used to please myself, and now I try to please Christ."



THE FIRST STEP.



HAT was your first step in wrong-doing ?" inquired a State-prison chaplain of a young man who was in agony of mind because of his imprisonment. Mark his reply, boys! "Sir," said he, "my first step to ruin was wading in the brook and fishing on the Sabbath. I knew it was wrong. My mother

taught me better; the minister taught me better; my teacher taught me better. Yet I would do it; but I did not think that it would come to this."

Boys, stick a pin in this fact. When that boy willfully did a wrong deed which he knew to be wrong, he entered the path



WHAT THE FIRST STEP LED TO

of the criminal. In this case, fishing on the Sabbath was the evil deed. Had it been stealing, swearing, going into bad company, or lying, the result would have been the same. Choosing to do a bad deed, knowing it to be bad, is the fatal step into the road to ruin! Do you understand? Then beware how you take that step. Like him, you may be unable to see the ruin at the end of the path, but it is there, nevertheless. Beware, then, of that fatal first step !- S. S. Advocate.

"IT'S OURS."

"GIVE me the doll's carriage, it's mine," said Alice.

"Let's play it's ours. I want to ride my doll in it; you took your doll in it. Can't we play it's ours?" said Eva, who had come to spend the afternoon with little Alice.

"No, no, it's mine, I want to take my doll to ride again," said Alice, as she put Miss Dolly into the little carriage, and prepared to roll it up and down the hall.

Eva sat quietly looking on. Presently a big tear stole down her cheek, then another and another. She felt so hurt at Alice for treating her so. Putting on her hat she rose to go. Alice was brought to a sense of what she had done.

"Eva, do n't cry, please do n't cry; you may ride your doll in my carriage, indeed you may.'

"I'd rather go home. It is't fun when it's yours, it would n't be if it was mine; we ought to play it's ours," said Eva, and she was right.

LETTER BUDGET.

PAULDING, OHIO.

DEAR EDITORS: I am a little girl eight years old. We have been taking the weekly Instructor for the last year, and like it very much. I have two brothers, Claud and Ray. Mamma gave Claud seventy-five cents on his birthday, and he wanted me to send for the INSTRUCTOR. He was six years old last month, and reads in the Fifth Reader and studies arithmetic. I read in the Sixth Reader, and study arithmetic. I want a geography this summer. I have won the prize three times at school. We keep the Sabbath with papa and mamma, and have Sabbath-school at home sometimes.

Yours in hope of eternal life, MAUD GRUBB.

KENSINGTON, N. H.

DEAR EDITORS: As I have never written a letter for the "Budget," I thought that I would write one now. I am thirteen years old. I have taken the weekly Instructor, but now I take the monthly, as I get the weekly at Sabbath-school. I learn the lessons in the INSTRUCTOR, and think that they are very interesting. Bro. Piper is our superintendent. We live ten miles from any Adventist church. We go to church at Newburyport. I go to day-school nearly every day. I speak pieces out of the Child's Poems.

Yours truly,

CARRIE E. ROBIE.

WOODLAND, CAL.

DEAR EDITORS: I am twelve years old. I attend Sabbath-school every Sabbath with my mother and sisters. I have got one of my schoolmates to come to Sabbath-school every week. I give my Instructor to my young friends when I have read it. signed the teetotal pledge last October. I am trying to serve God. Pray for me.

Yours truly,

DAISY DOUGLAS.

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