

THE YOUTH'S INSTRUCTOR



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No. 5.

THE RUFFED GROUSE.

I AM enjoying a pleasant afternoon stroll in the woods, where the declining sun pours a full flood of light down among the numberless millions of gleaming summer leaves.

The scene of my resort is not some frequented watering-place, nor a northern lakeside enlivened by the picnics of the summer tourists. My vacation is not a rest of two or three months taken from intellectual toil. The circumstances are merely these: a fair portion of my life has been passed amid farm toils, farm cares, and farm pleasures, and I have learned that the innocent pleasures need by no means be separated from the toils and cares. So while others delve from dawn till dark, and worry because daylight lasts but twelve hours, or because every stone which they turn over does not reveal a dollar, I have decided to take an occasional hour to learn, if possible, what nature is doing around me,—why the birds sing so lively and twitter so cheerily in the forest tangles, why the sun shines so softly on these summer leaves, and why cardinal flowers and the golden-rod look so bright after the August rain.

As intimated, I am enjoying an hour of that kind this balmy afternoon. I am reclining against a prostrate tree in a maze of ferns, amid the shades and sweet sounds of the forest. Not a human voice or footstep is near; but at a distance, here and there, rings a supper bell. The westering sun sheds a profusion of rich rosy light among the stately green trees, revealing to the eye myriads of sporting insects. The chipmunk is cheerily chipping his queer little tune. Near me is an oft-repeated rustling among the dry leaves, which reveals the persevering search of the Towhee Bunting for her favorite food of insect larvæ and eggs.

But yonder! What is it?—that graceful form with noiseless step,—now hidden, now in full view among the uncertain undergrowth. As a "born naturalist," I must know. So, improving its brief concealment behind a large trunk, I drop hat and paper; then on hands and knees creep the length of a fallen log. Rising carefully, I find myself in full view of a perfect and very beautiful specimen of the Ruffed Grouse (the Partridge of our Eastern and Northern States, the Pheasant of the Southern). She glides with short, strutting steps, her head and neck erect, and thrown forward with pleasing grace at each advance. But as she moves toward me, I detect a mysterious shyness in her manner; for though she does not appear to see me, there seems to her a mysterious something in the air, bespeaking danger near. A sudden whirring flight of a hundred yards carries her into concealment, which, however, is easily searched out by following the direct course of her flight. We find her perched without effort at concealment on a conspicuous log. Evidently she does not think herself hidden; her apparent thought is to be mistaken for something else.

Deciding to match our patience with hers, to see how long she will stand thus immovable, and how she will get out of that posture, we stand quite still, then sit, and finally lie down, feigning sleep. Suddenly she lays aside all her caution, makes a half-turn upon the log, jauntily upturns her head, the better to take in the situation, then prunes her feathers and oils them after the manner, almost exactly, of domestic fowls.

When her toilet is completed, she slides down the opposite side of the log, just as I have seen turtles slide from rocks or old logs into the water; and

the mother bird of this species flying full in my face, picking at my clothing, or feigning a broken limb or wing. So sudden and deceitful are these maneuvers,



THE PARTRIDGE.

though I go immediately to the place, not fifty feet away, she has entirely disappeared.

This slight-of-hand way seems habitual with the partridge from the day it leaves the egg. I have, in traversing the woods, suddenly found myself confronted by

that when I have been thus led by them perhaps a hundred feet, I have as wholly forgotten the bevy or skulking little ones, which by that time has entirely disappeared, as I have till now forgotten to mention them in this description.

Often when closely pursued after a deep fall of light snow, the partridge plunges into the depths of a friendly drift, under the very eyes of the hunter, and, fortunately for the poor bird, her pursuer never knows where she is coming out. Usually, we are happy to say, it is where she is least expected.—G. A. R., in *The Fireside Teacher*.

SPEAK KIND WORDS.

Oh! speak kind words to one and all,
As through the world you go;
Let helpful deeds beside your path
Like flowers of beauty grow.
The fragrance of a loving word
Will linger in the heart,
As sweetness haunts the flowers we prize
When summer days depart.

As we go journeying on through life,
Perhaps we may not know
The good our loving words have done
To those who come and go.
But God will know; and surely he,
In his good time and way,
The giver of each kindly word
Will royally repay.

So speak kind words to one and all:
This life is all too brief
To waste in discord and in strife,
And fill the heart with grief.
With sunshine born of loving words
Let's scatter clouds of pain,
And thus make bright the sorrowing face,
As skies are, after rain.

—S. S. Times.

For the INSTRUCTOR.

NEW ZEALAND; WHERE IS IT?

If we should go directly east, we should have to travel about 18,000 miles to reach New Zealand. Should we go west, it would be a journey of about 7,000 miles, or as far as twice across this country from New York to California. New Zealand lies in the midst of the Pacific Ocean, between the continents of Australia and South America. Not until the seventeenth century was it known that there was such a country, when a Mr. Tasman brought the news to Europe. He named it New Zealand. It is called the land of our antipodes. Reckoned from London, England, the antipodes are a short distance from New Zealand, where, according to our childish reasoning, the world being round, the people on the opposite side must walk with their heads down, and their feet towards us. But we have learned better than this; though it does seem a wonderful country, turning things upside-down, as it is winter there when it is summer here, and night here when it is day there. Their winter months are July and August, and the summer months are December and January. Spring begins in September, and fall in May.

The country known as New Zealand consists of two large islands and several smaller ones, lying about twelve hundred miles south-east of Australia. The two main islands are called the North and South Islands, and are separated by Cook's Strait, which is about eighteen miles in width. The North Island is called by the natives *Te ika a Maui*, which means, *The fish of Maui*. The South Island is called *Te wahi pounamu*, or *The place of the green stone*, because there is a green stone there which proved very serviceable to them in the manufacture of stone axes and knives. They have a tradition, which they give as a reason for naming the North Island as they did. It is this: Once there was a family of five brothers, the youngest of whom was called Potiki, the little one, because he was very small. There was something peculiar about his birth, and his brothers treated him with contempt. One day they were going fishing, and Potiki wanted to go with them. Finally they allowed him to go, providing he would bale out the boat. After fishing a long time and catching nothing, this little boy wanted to try it, and in his efforts hit his nose, causing it to bleed, and some of the blood fell on the hook. Feeling a strong bite after he had cast in his hook, all helped pull in the line, and they pulled up the North Island. Hence they gave it the name *Te ika a Maui*, or *The fish of Maui*. They claim that what proves the story to be true is the fact that the island is in the shape of a huge fish.

The North Island is evidently of a volcanic origin. There is reason to believe that it was once a part of a great continent which is now under the sea. In the Northern part extinct craters may be seen in every direction. One writer says that "The Isthmus of Auckland is one of the most remarkable volcanic districts of the earth." It is said that within the radius of only ten miles there are no less than sixty-three separate points of eruption. In the center of the island is the burning mountain Tongariro, six thou-

sand feet high, in constant action, with occasional eruptions. It is the same with White Island off the east coast and about one hundred and thirty miles from the former volcano. There have been numerous hot lakes, boiling springs, and hissing geysers, until the late eruption and earthquake, which has changed the whole face of the country. Earthquakes are frequently felt, until it has become quite a common thing. In 1848 and in 1855 they did some damage at Wellington, which is now the capital of New Zealand. On the last occasion, after a series of alternate depressions and elevations, it left the coast line, for a long distance, four feet higher than it was before. It is supposed that a submarine volcano lies in Cook's Strait; for, by sounding in front of the entrance of the harbor of Wellington, it is found that there is a crater-shaped hole at the bottom of the sea, over which the water is never seen to be quite calm. There is an extensive mountain range running through both islands, interrupted by Cook's Strait. The mountains on the South Island are much higher than those of the North. Their peaks are capped with eternal snows, and decked with alpine glaciers, rendering very appropriate their name—the Southern Alps. In the center is Mount Cook, in towering grandeur, 13,200 feet above the level of the sea, almost as high as Mont Blanc. This portion of the island is seldom visited. Mount Egmont, in the North Island, is 8,000 feet high, and always covered with snow; and there are several other mountains from five to six thousand feet in height. The snow line, as it is called, is about seven thousand feet above the sea. Next week we will tell you more about this far-off country.

S. N. HASKELL.

For the INSTRUCTOR.

SEA TALES.—NO. 14.

NATURALISTS describe whales as inoffensive and harmless, but sperm whales are not so gentle. They are often taken with their teeth broken off, and also their jaws broken in the desperate battle between the males. They frequently attack the whalers, and compel them to retreat discomfited.

Zoologists have classed these animals among fishes; but an examination of their structure and functions will manifest the impropriety of this classification. In common with land animals, they have warm, red blood flowing through the system. They have a heart with auricles and ventricles, through which this fluid is propelled; they have lungs with all the functions for breathing atmospheric air, and they can suspend this function only for an hour or two at a time. Being tenants solely of the deep, and having organs for propelling themselves through it, are the only fish-like qualities they possess. They seem to be a link between absolute beasts and their more near submarine neighbors.

When unmolested, the speed of a whale is about three miles per hour; but when alarmed, its velocity often reaches a rate of ten miles an hour. However it never travels long at this rate, usually diminishing it to four or five miles.

It is astonishing to see with what exactness a whale pursues his course. A ship following a whale for an entire day will not have to alter the course a single point of the compass. So far as human knowledge extends, we know that the inequalities of the earth's surface beneath the sea are similar to those above, and therefore the conjecture is a reasonable one, which supposes that the utmost cavities of the sea do not exceed the loftiest heights above it. May not, then, these occupants of a watery world, like those of earth and air, be guided on their way by visible objects? Without such guidance, no animal, man not excepted, can long pursue an unvarying course. Instinct may urge the animal when to move, but something discernable must aid its way through the deeps with such precision.

I have been speaking principally of the right whale. There is another species called the sperm whale. Of this kind, Captain McKensie, an old whaler, has this to say:—

"Sperm whales are found in every sea and clime, but their nursery is the great Pacific. No animal found in the sea is more timid or more easily frightened. Their power of vision is exceedingly limited; they cannot see directly ahead of them, hence, when alarmed, often run foul of each other, and foul of other objects. Their exquisite sense of hearing, however, is most extraordinary, and frequently, in large shoals, covering miles of space, the instant one is attacked, the whole shoal spring, shoot out their heads above water, and listen for a moment; and if the attack is made on a female, they will all rush with great speed to their wounded companion, as if to extend their sympathy, if nothing more, unconscious of their own danger. The females yield, on an average, fifteen

barrels of oil. The male is much larger, and will yield from fifty to one hundred barrels. At the latter stage, he is a noble animal, moving through the water so gracefully, and with such majesty, and such astounding velocity, and that too without apparent muscular action—it is sublime! And when attacked, such perfect command over his locomotion as to entirely change his position as quick as thought! I have seen them lie motionless fifty feet off, and in an instant swing their large flukes under us, and at one blow, send the boat in splinters, men and all, ten feet in the air!"

When a whale, in a shoal, is wounded, and the others surround it, each boat selects one for itself; and when one is killed, to prevent loss (for, as a whale is nearly the specific gravity of the sea, only a small portion remains above it), a hole is cut in the body, and a pole, some fifteen feet long, bearing a red flag, is stuck into it. The boat then goes in search of other whales, leaving the dead one to float around until ready to haul it up to the ship.

"The right whale of Behring's Straits and of Baffin's Bay, are the same animals; and if so, the conclusion is inevitable that there is, at times, at least, an open water communication through the polar regions, from the Atlantic to the Pacific; for this animal, not being able to endure the warm water of the equator, could not pass from one to the other, unless by way of the arctic regions. The tropical waters are, to a right whale, as a sea of fire, through which he cannot pass, and into which he never enters."

"It is the custom of sailors to have their harpoons marked with date and name of the ship, and Dr. Scoresby, in his work on arctic voyages, mentions several instances of whales that have been taken near the Behring's Straits side with harpoons in them bearing stamps of ships that were known to cruise on the Baffin's Bay side of the American Continent; and the time between being struck and being captured often too short to admit of a passage around either Cape Horn or the Cape of Good Hope, it was agreed, therefore, that there must be a northwest passage through which the whale passed from one side to the other, as whales cannot travel under ice for such a great distance as it is from one side of the continent to the other."

W. S. C.

HOW THAT ROAD ACROSS THE RIVER WAS MADE.

"THEN the town wants a road over the river?" cry the town fathers. "That means a bridge. We can't afford that."

There they stand, squinting at Deep River. They calculate how much stone will be needed, how much lumber, how many days of work. In imagination they haul stone, hew logs, hire workmen—and sigh. "We can't afford that. Too big and expensive a job!" they somberly decide. Away from the banks of Deep River they turn, rubbing their hands, for it is a cold day.

"Want a way over the river?" cries Jack Frost. "Do they give it up? Too formidable, is it? I'll take the job. I'll build the bridge. I'll do it for nothing."

Does he bring big stones, huge logs? He orders a quantity of north-west wind, and goes to work. The first night he veneers this Deep River with a thin layer of ice. Beautiful but brittle, only a shaving. The second night he lays another thin layer. The third night this bridge-builder, Jack Frost, cries, "More wind! more wind!" By morning another thickness of crystal is laid upon the bridge.

"Colder, colder!" he says that day, urging on the wind. Little by little Jack's bridge goes up, or down rather.

Soon, a small boy steals across. Then, it is a big boy. A man follows. A driver, with a team, shouts, "Git up, there!" and drives over. Finally, there is a well-traveled road across the ice.

Why do we not take advantage of this method of the king of the Frost-land? There are many things we can't do at once, but if we keep at it, the little layers of ice will thicken into an ice-bridge. A boy can't be a first-class farmer at once, but he can patiently hill his row of potatoes and corn. You can't learn a carpenter's trade at once, but you can learn how to drive a nail to-day, and how to plane a board to-morrow. Take a hint from Jack Frost. You need not order any north wind, but speak for his persistence, and go to work.—S. S. Classmate.

It is a fine recipe for curing a broken heart to have no time to think of it, and to be obliged to keep up a bright exterior for the sake of others; after a time the brightness penetrates below the surface, and, when you have time to think of your own troubles, you find the heart, if not exactly mended, still not quite so hopelessly crushed and mangled as it seemed at first.—Selected.

THE SABBATH-SCHOOL WORKER.

Conducted by the Officers of the International Sabbath-School Association.

This department will appear once a month, specially in the interests of the S. S. work. Contributions to it should be sent to the editors of the *Youth's Instructor*.

EXPLANATORY.

As will be seen from the following resolution passed at a recent meeting of the International Sabbath-school Association, it has been decided to merge the *Sabbath-school Worker*, heretofore issued as a separate quarterly publication, into the *YOUTH'S INSTRUCTOR*. The resolution reads: "Resolved, That the matter now contained in the *Worker* be published in the *INSTRUCTOR* in the form of a quarterly or monthly supplement, as the editors may find necessary."

The members present at this meeting expressed their appreciation of the matter contained in the *Worker*, but it was thought by some that if similar matter could be published in the *INSTRUCTOR*, it would accomplish more, and have greater weight and influence, for the reason that it would go to a larger number of readers. There was a divided sentiment, however, as to the advisability of the proposed change, so that the proposition was carried by only a small majority. But be this as it may, the vote was passed, and in accordance with this action the publishers of the *INSTRUCTOR* have decided to issue every month a double number of the *INSTRUCTOR*, containing four pages of matter especially adapted to the Sabbath-school work. This will give about as much reading matter during the year as formerly in the *Worker*. Unexpired subscriptions to the *S. S. Worker* will be credited on the *INSTRUCTOR* for a proportionate length of time, if no desire is expressed to the contrary. Those wishing their money applied in some other way must notify the publishers of the *INSTRUCTOR* of it without delay.

A. B. OYEN.

OUR WORK.

THE work before us as Sabbath-school scholars, teachers, and officers is a great and important one. It is a work that demands our time, thought, and vigorous, earnest effort. Shall we not this year devote some of our best moments, our closest attention, our most serious thought to it; shall we not work for it as never before?

If so, let us remember that unless we walk close to the Master, unless our hearts beat in unison with his, unless his love and spirit permeate our very being, our best efforts will accomplish but little good, either for the interests of the cause of God or for ourselves. But if we are actuated by the spirit and mind of Him who lived not to please himself, but whose meat and whose drink it was to do the will of the Divine Father, we shall experience a blessed success in our efforts.

And He will aid us in the study of his Word. Its holy truths, its blessed teachings, its divine precepts, will shine out so clearly before us that their influence will be felt in our own hearts, and they will also have an effect upon those with whom we associate. Here is the main object of Sabbath-school work—not to make a display of Biblical knowledge and learning, not to incite to study and effort by appealing to feelings of pride and vanity and for the sake of reward, but to awaken in the heart a desire to study the word of God and a love for it, because it is his word and because it leads upward to the Father's house. When the teacher obtains a true interest and love for the study of these precious lessons which we have from the Bible, he may expect to communicate some of this to those under his care, and in proportion as he has success in this work, just so far does he have true success in the Sabbath-school work.

Faithful efforts in this direction will deepen our interest for those who are associated with us in Sabbath-school relations. A love for the lessons we study during the week will lead us to make a daily application of them upon our lives; and as we are benefited by them, we seek more earnestly to labor for others around us, so that they too may be helped onward. But this work will beget in us more and more of the spirit that was in our Saviour—an earnest longing and effort for the salvation of others—it will develop more and more of the true missionary spirit.

And I suppose it was this view of the subject that led the Sabbath-school Association to pass a resolution "that the Sabbath-schools support the African Mission during the coming year." A true interest for

the salvation of others will lead us to do all we can to send the light of truth to them; and if the Sabbath-schools are actuated by the spirit which true Sabbath-school work begets, they will feel a great interest in donating liberally to this mission which is shortly to be opened up. It seems, of course, like a great undertaking, but united, continuous effort with the blessing of God will bring the desired result—and also prosperity and blessing to ourselves.

May we all feel the importance of our work, but may we also realize that true success in all our labor depends upon our individual communion with God and our love and interest for the Lord, his word, and his work in the earth. The Master will soon bid us "come up higher," if we faithfully labor in the humbler sphere in which he has placed us.

A. B. OYEN.

DUTIES OF OFFICERS.

THE question has been sent in, "Please state the duties of superintendent, assistant superintendent, and secretary;" and as nothing has been said of late defining the duties of these officers, it may be that there are many newly organized schools which are in some perplexity on the subject. Hence we give in reply to the question a part of several articles written on this subject by Prof. G. H. Bell when the Sabbath-school work was first started among us.—ED.]

THE SUPERINTENDENT.

The superintendent's first work will be to classify the school. Although it is a work requiring judgment and care, the classification should be promptly and quietly made, with the understanding that, when necessary, scholars will be transferred from one class to another till they have found their proper place.

Most schools naturally divide into four divisions,—adults, or grown-up people; youth, or young people from fifteen to twenty; children, or boys and girls from ten to fifteen; and little ones, or those under ten years of age. The youth and children might be classified, as nearly as possible, according to their age and aptness for learning. There should be in each class not less than three, nor more than ten. When teachers are plenty, it will probably be best to have about six members in a class; but if teachers are few, the classes may have to be considerably larger. No one should be placed in a class where the lessons are too difficult for him; yet it is better to have large classes with good teachers, than small classes with poor teachers.

No part of the superintendent's work will test his judgment and discretion more than the appointment of teachers. Other things being equal, young women generally make the best teachers for children. An intelligent, godly young woman, who loves the lambs of the fold because Christ died for them, and who has some tact in teaching, is a blessing to any Sabbath-school.

It is usually better for the superintendent, after counseling with the teachers, to assign the lessons for each division; for by so doing, the different classes of each division are kept together. It is important that the superintendent should be familiar with the lessons of every division; for if he is not, he will be unable to assign the lessons properly, or to conduct the general exercises profitably.

The general duties of the superintendent are so many and so various that it is difficult to enumerate them. As the title of his office denotes, he should have a general supervision of all the work of the school. He should try to awaken an interest in the minds of parents, teachers, and scholars. He should see that all the officers and teachers do their work promptly and well; that the school is furnished with everything necessary to its success, so far, at least, as is consistent with the means at his disposal. He should see that the room is clean, comfortable, and pleasant; that all are made welcome; that all who come in receive prompt attention; and that they are at once placed in some class, if they will consent to join the school. He should conduct the general exercises, or appoint some one to do so. He should, under God, mold and guide all the work. How important, then, that he should be a man of God; that he should be devoted to the work; that the love of God and man should fill his heart. In general, the school will be just what he makes it. If others do not do their work well, he should take hold and show them how to do it. He must not be easily dis-

couraged; he must cheerfully adapt himself to circumstances, until the circumstances can be improved; he must patiently work and wait, cultivating that charity which hopeth all things, endureth all things.

THE ASSISTANT SUPERINTENDENT.

The assistant superintendent should be just what his title of office implies,—an assistant, ever ready to aid the superintendent in carrying out his plans, and to do any work that may be assigned him.

When the superintendent is absent, from sickness or any other cause, the assistant should take his place.

THE SECRETARY.

The secretary, as his title of office implies, should keep the records of the school.

Minutes.—Minutes should be kept, not only of business meetings, but of each session of the Sabbath-school. From Sabbath to Sabbath the secretary should note the most interesting features of the school, and these notes, together with the membership, attendance, number of visitors, etc., should be embodied in a report to be read at the opening of the school on the Sabbath following, and afterwards recorded in a book provided for that purpose.

The membership and attendance of the entire school can be made out from the teacher's class records, and should be verified by the personal observation of the secretary.

If class records are neglected, the secretary should make out the membership and attendance just as he would if the whole school were a class under his instructions. These items should be entered in the school record book on the pages ruled and headed for that purpose.

Registers.—First, the names of officers should be entered, together with the date of their election, and such other items as may be deemed important.

This should be followed by a register containing the names of teachers, the date of their appointment, etc.

After this there should be a register containing the names of all the members of the school who are not officers or teachers, the date of their entering school, and the time and cause of their leaving, whenever they do so.

The secretary should keep a record of the attendance of officers and teachers, just as the teacher keeps a record for his class. An ordinary class book will be convenient for this purpose.

As treasurer.—Unless some one is elected for that especial purpose, the secretary is expected to act as treasurer, receiving and accounting for all moneys belonging to the school, and paying out the same on the order of the superintendent.

General duties.—The secretary should not have a class, except in cases of necessity. He should be free to aid the superintendent in looking after the minor interests of the school. He can assist in welcoming and seating new scholars and visitors as they come in. He can see that everything is in readiness; that the bell is struck at the proper time; that there is a timely distribution of the lesson papers; that cards are provided bearing, one on each, the names of all the members of the school, and that these cards are distributed to the teachers at the beginning of the class-recitations, and collected again in time for use in the general exercises. Whenever the superintendent desires it, the secretary can assist him in the general exercises by calling names or asking questions. Thus there are countless little things which a watchful, willing secretary may find to do. He should be the "vigilant committee" of the school, especially at times when the superintendent's attention is so taken up by some matter as to cause other things to be neglected. Indeed, it is scarcely less important to have a good secretary than to have a good superintendent.

All members of the school *should* be prompt, but the secretary *must* be prompt. He should be energetic and active, yet cool-headed and accurate. Such secretaries must be found or made, if we would have the business of the school properly done.

A good beginning is a start in the right direction, but it is only a start. Even if it be admitted that "what's well begun is half done," unless the other half is done the first half will never be a success. It is patient *continuance* in well-doing that wins the chiefest commendation; and the reward for well-doing is not for him who starts right, but for him who endures unto the end.—*Sel.*

CONSTITUTION OF THE INTERNATIONAL S. S. ASSOCIATION.

At the ninth annual session of the General S. S. Association the Constitution was revised as follows:—

CONSTITUTION.

ARTICLE I.—NAME.

This Society shall be known as the International Sabbath-school Association of Seventh-day Adventists, and shall be composed of all the Sabbath-school associations, and Sabbath-schools outside of these associations, that shall report quarterly to this body.

ARTICLE II.—REPRESENTATION.

This Association shall be represented by all accredited ministers and licentiates, and by all members and workers from any Sabbath-school association present at any regular meeting of this Association.

ARTICLE III.—OFFICERS.

SECTION 1. The officers of this Association shall consist of a President, a Vice-President, a Secretary, who shall also act as treasurer, a Publishing Committee of five, and an Executive Board of seven, of which the President, Vice-President, and Secretary shall be members. These officers shall be elected annually.

SEC. 2. The secretaries of all associations outside of the United States shall be considered Corresponding Secretaries of this Association.

SEC. 3. The presidents of all associations outside of the United States shall be considered as honorary Vice-Presidents of this Association, and entitled to take part in the deliberations of the Executive Board, whenever present at its meetings.

ARTICLE IV.—DUTIES OF THE PRESIDENT.

The duties of the President shall be to take the general oversight of the work of the Association, to preside at all meetings of the Association and of the Executive Board, and to call special meetings thereof.

The Vice-President, in the absence of the President, shall perform all the duties of that office.

ARTICLE V.—DUTIES OF THE SECRETARY.

The duties of the Secretary shall be:—

1. To record the proceedings of the Association, and to present a yearly summary of the same at the annual meeting.
2. To present such other summary reports as may from time to time be ordered.
3. To execute all the correspondence ordered by the Association and by the Executive Board.
4. To make reports at such other times as may be ordered.
5. To act as treasurer of the Association, and to receive and hold all moneys belonging to the Association, giving receipts therefor, and paying out the same as the Association or the Executive Board may direct, through the written order of the President.

ARTICLE VI.—DUTIES OF THE EXECUTIVE BOARD.

The functions of the Executive Board shall be:—

1. To represent this Association when not in session assembled: to execute all its recommendations and orders; and to fill all vacancies which may occur from death or otherwise.
2. To assist, either personally or by authorized agents, in organizing and conducting Sabbath-schools, Sabbath-school conventions, and Sabbath-school associations.
3. To induce those possessing the requisite ability, and having a heart in the work, to write in the interest of Bible study and proper Sabbath-school instruction, and to secure the publication and distribution of needed Sabbath-school literature.
4. To make all necessary provisions for rendering the sessions of the Association interesting and profitable; and in general, to labor to make our Sabbath-schools efficient in preparing their members to be fruitful workers in the grand mission of the Third Angel's Message.

ARTICLE VII.—FUNDS.

The funds for defraying the expenses of this Association shall be obtained by the tithes from the State associations, and by contributions and donations.

ARTICLE VIII.—AMENDMENTS.

This Constitution may be altered or amended by a two-thirds vote of the members present at any regular meeting.

UNLESS a teacher is in his place before the beginning of the school session, he is behind time. Sabbath-school punctuality has been defined as "being in one's place five minutes before the school begins." Even that is a dangerously close definition. Say "fifteen minutes ahead of time," would be safer in the average school.

OUR DONATIONS.

WHEN the question of finances was up for discussion at the late session of the International S. S. Association, as a matter of curiosity the treasurer estimated the amount that had been donated to the home school, *on an average*, by each member each Sabbath during the last year. The amount, or rather the scarcity of any tangible amount in most cases, was rather surprising. There were only four States that gave on an average a cent or more per Sabbath, all the rest falling below that figure. It is well, sometimes, to look facts squarely in the face, and so we give these estimates: California gave \$.02½; New England, .02; Michigan, .01½; Dakota, .01; Upper Columbia, .01; Colorado, .009½; Illinois, .009; North Pacific, .009; Minn., New York, Ohio, Wisconsin, each, .008; Indiana, Iowa, Kansas, Missouri, Maine, Nebraska, Penn., each, .005; Vermont, .005; Tenn., .004; Texas, .003; Virginia and Canada, each, .002. The small amount shown in some States may be accounted for on the ground that the helps used by the school were purchased with other than the regular contributions, and hence more money has actually been donated for Sabbath-school purposes than appears from the report. This we know is the case in Indiana, Iowa, and Texas; but we do not think it is the rule.

Notwithstanding the discouraging array of figures presented, the Association voted to support the South African Mission the coming year. As this mission is to publish a paper in addition to the usual expenses attending a foreign mission, the outlay for the first year will be considerable. But we confidently expect to raise the desired amount, \$10,000. We shall look to you to help us in the matter. Our contributions each Sabbath will need to be triple what they have been in order to do it; for at the present rate, there are few of our schools that do more than to clear running expenses.

We do not care to make any close estimates, or to set any definite amount as to how much each one shall give. But we shall be glad to see the day when our schools will donate liberally because the heart is in the work, and they love to give for its advancement. When we remember the great gift of the Father to man in sending his only Begotten into the world to die for us, how poor seems the little that we can do or sacrifice for him! The Lord does not need our offerings. All the gold and the silver are his. If need were, he could furnish means to carry forward his work as easily as he supplied the needs of the disciples when they found the tribute money in the mouth of the fish. But he sees that it is for our good that he should work through human agencies; and so he has intrusted his means to mortals,—to some more and others less,—that they may, like faithful stewards, give it back to him.

But you say, "The little I can give will not amount to much." Very true it would not go far if taken by itself; but as the old adage says, "Many a little makes a mickle." We should learn not to despise the day of small things. We hope you will consider this matter carefully, and faithfully do your part.

W. E. L.

THE AFRICAN MISSION AND OUR SABBATH-SCHOOLS.

AT the late International Sabbath-school Association, held at Battle Creek, it was recommended that the Sabbath-schools of this country support the African Mission, which is to be established the coming year. A similar move had before this been made by the California Sabbath-schools, which raised the first amount for the Australian Mission. The Lord blessed them in this, and it imparted to them a missionary spirit such as they had never before experienced. It was thought by some that the donations would not be materially increased by setting before the children a missionary object, but the result proved decidedly otherwise. The donations were nearly doubled. The children felt an interest in the work in Australia, and it not only united their hearts in making sacrifices, but they felt interested to pray that God would bless this mission. And God has blessed it, so that among all the missions which have been established by our people, none have been attended with such prosperity as have those of Australia and New Zealand. It is evident that God heard the prayers of the children, and accepted their offerings. It was also thought that while the schools might make liberal donations the first quarter, the amount received the next quarter would be small; but when the time came, the donations were found to be still larger, and so it has been ever since they began to give their surplus funds to the missions. The Sabbath-schools of that State voted this year to give a thousand dollars to the African Mission. They are also paying the expenses of a missionary sent to this country from New Zealand, to obtain an education in the truth at one of our colleges.

Thus the children feel an active interest in the missions. This move has united their hearts to the missionary work as nothing else in the world could. It has also had an effect upon those who embraced the truth in Australia. When we related to one man, not of our faith, how our money was raised, and how all the Sabbath-school children of California were giving of their means for that purpose, tears started in his eyes, and he said, "If children in America can do this much, we certainly ought to help such a mission," and immediately gave me \$65 to help forward our work. Those who embraced the truth, after learning how the Sabbath-schools of America were interested in bringing it to them, immediately felt desirous of doing something themselves to extend the light to others. The Sabbath-school at one place in New Zealand has already given \$50 to the foreign missions and \$50 to the International Tract and Missionary Society.

But the question may arise, "How much will it cost to sustain the African Mission?" If we should set the amount at \$10,000, it would be a low estimate. It will probably cost that much to have the mission established, and pay the expenses of those who go. We cannot state just what the expense will be of sending each person to South Africa, but very likely it will amount to \$200. If eight persons should go, the fare would cost \$1600. Then the expense of getting started will be very great. So if we estimate the entire cost of establishing the mission the coming year, it cannot be less than \$10,000.

This money can easily be raised if all the schools take hold of it. But there are some schools in the southern part of the country, which would not be able to raise as much as others; so this will need to be made up by some of our schools which are in a more prosperous condition. In order to help the poorer schools, we suggest that in the northern and eastern and western parts of America, where the people have more means, they pay a dime a week, and in some instances even more than this. This amount may be raised, together with a sufficient sum to pay the running expenses of the schools. Perhaps some of the children will ask where they can get the money. This can be easily arranged if they will ask friends or parents to hire them to perform some labor during the week, and thus enable them to earn something for the Sabbath-school offering. This will bring prosperity into the schools, for God will bless a sacrificing spirit. There is no better place to inculcate the missionary spirit than in the INSTRUCTOR family. We shall look this year for prosperity such as we have never before experienced.

S. N. HASKELL.

ADDRESSES OF STATE SECRETARIES.

- CANADA.—Emma Dingman, So. Bolton, P. Q.
 CALIFORNIA.—Alice Bartlett, Pacific Press, Oakland.
 COLORADO.—Mrs. Cora M. Jones, Longmont.
 DAKOTA.—Isa L. Ransom, Vilas, Miner Co.
 ENGLAND.—Mrs. J. H. Durland, Hawthorne Road, Kettering.
 INDIANA.—Allie Lewis, 32 Cherry St., Indianapolis.
 ILLINOIS.—Mrs. A. B. Tait, Kankakee.
 IOWA.—Mrs. J. S. Hart, State Center.
 KANSAS.—Mrs. Josephine Gibbs, Ottawa.
 KENTUCKY.—Anna L. Coombs, Glasgow.
 MICHIGAN.—Vesta D. Miller, Battle Creek.
 MISSOURI.—Vita Morrow, Salisbury.
 MAINE.—Mrs. A. K. Hersum, 113 Pearl St., Portland.
 MINNESOTA.—E. S. Babcock, Eagle Lake.
 NEW YORK.—Mrs. Mary W. Keim, 52 Crouse Building, Syracuse.
 NORTH PACIFIC.—Carrie L. Brooks, East Portland, Or.
 NEW ENGLAND.—Mrs. E. D. Robinson, So. Lancaster, Mass.
 NEBRASKA.—W. D. Chapman, Sett, Furnas Co.
 NORWAY.—Cecelie Dahl, Akersgaden 74, Christiania, Norway.
 OHIO.—Nellie L. Beebe, 230 Bridge St., Cleveland.
 PENN.—Mrs. F. C. Oviatt, Wellsville, N. Y.
 SWITZERLAND.—Esther H. Whitney, 46 Weiherweg, Basel.
 TEXAS.—Mrs. Lee Gregory, Dallas.
 VERMONT.—Mrs. F. S. Potter, Vergennes.
 VIRGINIA.—Amy A. Neff, Battle Creek, Mich.
 WISCONSIN.—Nellie C. Taylor, Neillsville.
 UPPER COLUMBIA.—Mrs. M. A. Kerr, Walla Walla, W. T.

SCHOOLS OUTSIDE ANY ORGANIZATION.

As will be seen by a reading of Art. 1 of the revised Constitution, schools outside any regular State organization are members of the International Association, and are requested to make a quarterly report to that body. If, therefore, any such schools will send to Winnie E. Loughborough, Battle Creek, Mich., the address of the superintendent or secretary, we will see that they are promptly supplied with blanks for making a report. If any one knows of such schools, we would feel greatly obliged if he would inform us in regard to the same; for we greatly desire to have a complete list of all our schools.

SABBATH-SCHOOL REPORTS.

For Quarter Ending Sept. 30, 1886.

MICHIGAN.

Table with columns: NAMES OF SCHOOLS, Membership, Aver. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received. Lists schools like Allendale, Allegan, Alameda, etc.

Schools that failed to report: Arcada, Arhela, Burlington, Bedford, Clyde Center, Elk Rapids, Ferry, Hanover, Big Rapids discontinued. CARRIE A. WELLS, Sec.

CANADA.

Table with columns: NAMES OF SCHOOLS, Membership, Aver. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received. Lists schools like Compton, Fitch Bay, Maple Hill, etc.

Dixville failed to report. Mrs. Emma DINGMAN, Sec. * Sent tithe to State Secretary.

CALIFORNIA.

Table with columns: NAMES OF SCHOOLS, Membership, Aver. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received. Lists schools like Arcata, Browns Stat'n, Burrough V'y, etc.

Schools that failed to report: Guadalupe, Oro Fino, Selby Flat. Oakland, Potrero, and Temescal are Sunday-schools organized by our people. JOSIE L. BAKER, Sec.

NEBRASKA.

Table with columns: NAMES OF SCHOOLS, Membership, Aver. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received. Lists schools like Decatur, Seward, Blue Valley, etc.

Schools that failed to report: Blair (City), Raville, Halifax, Kearney, Aurora. Plattsmouth discontinued. W. D. CHAPMAN, Sec.

BRITISH MISSION.

Table with columns: NAMES OF SCHOOLS, Membership, Aver. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received. Lists schools like Southampton, Gt. Grimby, Kettering, etc.

No. Schools, 7 121 103 19 60 1 29 Mrs. J. H. DURLAND, Sec.

MINNESOTA.

Table with columns: NAMES OF SCHOOLS, Membership, Aver. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received. Lists schools like Alden, Alexandria, Anawauk, etc.

Schools that failed to report: Eagle Bend, Sauk Rapids, Brownsdale, Golden Gate. E. S. BARCOCK, Sec.

IOWA.

Table with columns: NAMES OF SCHOOLS, Membership, Aver. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received. Lists schools like Algona, Audubon, Boone, etc.

No. reported, 47 1492 1405 196 597 120 29 Bowman's Grove failed to report. Mrs. J. S. HART, Sec.

KANSAS.

Table with columns: NAMES OF SCHOOLS, Membership, Aver. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received. Lists schools like Alton, Beloit, Barlow, etc.

Schools that failed to report: Coopersburg, Greenleaf, Hillsboro, Melvern, Chery Vale, Marion Center, Chetopa, Noble, Concordia. Lawrence school discontinued. Mrs. JOSEPHINE GIBBS, Sec.

WISCONSIN.

Table with columns: NAMES OF SCHOOLS, Membership, Aver. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received. Lists schools like Adams Center, Alma Center, Almond, etc.

Schools that failed to report: Cushing, Richardson, Ft. Howard, Mt. Hope, Pineville, Salona. NELLIE C. TAYLOR, Sec.

OHIO.

Table with columns: NAMES OF SCHOOLS, Membership, Aver. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received. Lists schools like Akron, Appleton, Bellville, etc.

No. reported, 49 1250 837 169 640 132 53 Mc Donald and Walnut Grove failed to report. NELLIE L. BEEBE, Sec.

INDIANA.

Table with columns: NAMES OF SCHOOLS, Membership, Aver. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received. Lists schools like Akron, Brookston, Bunker Hill, etc.

Schools that failed to report: Boggsstown, Olive Branch, Reynolds, West Liberty. ALLIE LEWIS, Sec.

NEW YORK.

Table with columns: NAMES OF SCHOOLS, Membership, Aver. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received. Lists schools like Adams Center, Albany, Bucks Bridge, etc.

No. reported, 16 381 262 60 177 41 84 Genoa failed to report. MARY W. KEIM, Sec.

Table for PENNSYLVANIA with columns: NAMES OF SCHOOLS, Membership, Avor. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received.

Schools that failed to report:— Emporium, Lowville, French Creek, Seventy Six, Lindsey, Tunesassa, Wright's Station.

Table for MAINE with columns: NAMES OF SCHOOLS, Membership, Avor. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received.

Schools that failed to report:— Oakfield, East Washburn, Blaine, Hartland, Cross Island, Norway.

Table for NEW ENGLAND with columns: NAMES OF SCHOOLS, Membership, Avor. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received.

Schools that failed to report:— Haverhill, Mass., Lafayette, R. I., Vineland, N. J.

Table for NORTH PACIFIC with columns: NAMES OF SCHOOLS, Membership, Avor. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received.

Louisville and Vancouver failed to report.

Table for VIRGINIA with columns: NAMES OF SCHOOLS, Membership, Avor. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received.

Marksville failed to report.

Table for ILLINOIS with columns: NAMES OF SCHOOLS, Membership, Avor. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received.

No. reported, 32

Mrs. A. B. TAIT, Sec.

Table for MISSOURI with columns: NAMES OF SCHOOLS, Membership, Avor. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received.

Half Rock and Siloam Springs failed to report.

Table for UPPER COLUMBIA with columns: NAMES OF SCHOOLS, Membership, Avor. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received.

Schools that failed to report:— Smmerville, Foster, Dayton.

Table for VERMONT with columns: NAMES OF SCHOOLS, Membership, Avor. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received.

No. reported, 20

Mrs. F. S. PORTER, Sec.

Table for COLORADO with columns: NAMES OF SCHOOLS, Membership, Avor. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received.

Loveland failed to report.

Table for TEXAS with columns: NAMES OF SCHOOLS, Membership, Avor. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received.

Schools that failed to report:— Plano, Derden, Curtis, Cleburne, Corsicana.

Table for TENNESSEE with columns: NAMES OF SCHOOLS, Membership, Avor. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received.

Schools that failed to report:— Corinth, Union City, Mt. Gilead.

Table for WASHINGTON, D. C. with columns: NAMES OF SCHOOLS, Membership, Avor. Attendance, No. of Classes, No. Instructors Taken, Amt. Contributions Received.

The school at Washington, D. C., reports a membership of 18; average attendance, 11; number of classes, 5; amount of contributions, \$5.46, with a tithe to the Inter. S. S. Association.

CONSTITUTION OF STATE S. S. ASSOCIATIONS.

The following is a copy of the State constitution as revised at the last annual session of the International S. S. Association, and recommended for adoption wherever practicable:—

ARTICLE I.—NAME. This society shall be known as the ——— Sabbath-school Association of Seventh-day Adventists.

ARTICLE II.—MEMBERSHIP. This Association shall be composed of all the members of such Sabbath-schools as shall report quarterly to the Secretary, and also of all accredited ministers and licentiates within its bounds.

ARTICLE III.—REPRESENTATION. This Association shall be represented by all members of the Association who may be present at any regular meeting.

ARTICLE IV.—OFFICERS. The officers of this Association shall be a President, a Vice-President, a Secretary, and an Executive Board of five, of which the President, Vice-President, and Secretary shall be members.

ARTICLE V.—DUTIES OF THE PRESIDENT. The duties of the President shall be to take the general oversight of the work of the Association, to preside at all the meetings of the Association and of the Executive Board, and to call special meetings thereof.

ARTICLE VI.—DUTIES OF THE SECRETARY. SECTION 1. As Secretary, (1) He shall keep a record of the proceedings of the Association, and present a yearly summary of its workings at the annual session; (2.) He shall execute all correspondence ordered by the Association and the Executive Board.

SECTION 2. As Treasurer, He shall receive and hold all moneys belonging to the Association, giving receipts therefor, and paying out the same as the Association or the Executive Board may direct.

ARTICLE VII.—DUTIES OF THE EXECUTIVE BOARD. The functions of the Executive Board shall be, (1.) To represent this Association when not in session assembled, and to execute all its recommendations and orders; (2.) To co-operate with all accredited ministers laboring in the limits of the Association, in furthering the interests of the Sabbath-school work; (3.) To assist, either personally or by authorized agents, in organizing and conducting Sabbath-school conventions and Sabbath-schools and Sunday-schools in those places where an attendance can be secured and where the truths of the Bible can be plainly taught; (4.) To make all necessary provisions for rendering the sessions of the Association interesting and profitable; and in general, to labor to make our Sabbath-schools efficient in preparing their members to be fruitful workers in the grand mission of the Third Angel's Message.

ARTICLE VIII.—FUNDS. The funds for defraying the expenses of the Association shall be obtained by the tithes from the Sabbath-schools in the State, and by donations.

ARTICLE IX.—AMENDMENTS. This constitution may be altered or amended by a two-thirds vote of the members present at any regular meeting.

WE may stand and knock at men's hearts till our own ache, but no opening till Christ come. He can fit a key to all the cross wards of the will, and with sweet efficacy open it, and that without any force or violence to it.—Flavel.

GENERAL SUMMARY OF S. S. REPORTS

For Quarter Ending Sept. 30, 1886.

Large summary table with columns: NAMES OF STATES, NAMES OF SECRETARIES, No. Schools reported, Members, Average Attendance, New Members Enrolled, Dropped from Record, Scholars Church Members, Number of Classes, Number of Members in Senior Division, Lesson Book No. One, Lesson Book No. Two, Number Three, Number Four, Number Five, Number Six, Number Seven, Number of Instructors Taken, Contributions Received, Amount Sent State Association, Amount Sent General Association.

WINNIE E. LOUGHBOROUGH, Secretary International S. S. Association.

The Sabbath - School.

FOURTH SABBATH IN FEBRUARY.

THE MINISTRATION OF ANGELS.

LESSON 3.—THEIR POWER AND GLORY.

1. What can you say of the power of the angels? Ps. 103:20.
2. How is one spoken of in another place? Rev. 18:21.
3. How does Paul speak of them? 2 Thess. 1:7.
4. How does Peter compare them with men? 2 Pet. 2:11.
5. How rapidly are they said to go? Eze. 1:14.
6. What does Daniel say on this point? Dan. 9:21, 23, first part.
7. Show that angels can control the spirits of ferocious beasts. Dan. 6:22.
8. Show that they have power over the fiercest elements. Dan. 3:19, 22, 25, 28.
9. How was the power of an angel shown in the deliverance of Peter? Acts 12:6-10.
10. Relate another circumstance showing the power of angels. 2 Kings 19:35.
11. To whom is the protection of these angels promised? Ps. 34:7.
12. What must be our connection with Christ, the commander of the angels, to secure their protection? Matt. 18:6, 10.
13. What kind of words and conduct will repulse the pure and holy ones from our presence?
14. In what form have the angels always appeared when seen? Dan. 9:21; Mark 16:5.
15. Do they have hands, feet, faces, etc., the same as men have? Gen. 19:1, 2, 10; Dan. 10:5, 6.
16. Does the Bible anywhere intimate that this is not their real form and appearance?—*It does not.*
17. Do angels eat food? Gen. 18:6-8.
18. Did not Christ, after his resurrection, eat food? Luke 24:40-43; Acts 10:41.
19. Will not the glorified saints eat food in the kingdom? Luke 22:29, 30.
20. Do the angels talk with each other and with men? Dan. 8:13, 14.
21. Are they supposed to be eloquent in speech? 1 Cor. 13:1.
22. What does the Bible show as to the wisdom of the angels? 2 Sam. 14:20, last part.
23. Are there some things which they do not know? Matt. 24:36.
24. Do they have to learn by study and investigation? 1 Pet. 1:12, last part.
25. What can you say of the appearance of the angels? Dan. 10:6; Luke 24:4.
26. What is taught on this point in Acts 6:15?
27. How does Luke speak of them? Acts 1:10.
28. Do the angels grow old and feeble, and die as men do? Luke 20:36.
29. Who will be like them? Luke 20:35, 36.
30. Is not this more desirable than all earthly treasure?

NOTES.

Between two soldiers.—Peter was bound to the two. His left hand was chained to the right hand of one of the soldiers, and his right hand to the left hand of the other. This was a common mode of securing prisoners among the Romans.—*Barnes.*

Angels repulsed.—When the angels come to minister to those who shall be heirs of salvation, and witness the exhibition of selfishness, of covetousness, of over-reaching, and benefiting self at other's disadvantage, they turn away in grief. When they see those who claim to be heirs to an immortal inheritance so penurious in dealing with those who do not profess any higher ambition than to be laying up treasures on earth, they turn away in shame; for holy truth is reproached.—*Mrs. E. G. White.*

The angels are real beings.—Because the angels are called spirits (Heb. 1:14), we must not conclude that they are not material beings, and that they cannot have bodies like ourselves. Every mention of the angels in the Bible plainly contradicts such a notion. A tree and a man are both organized from common matter; yet they are vastly different. So a man and an angel may both be organized from the same matter, and yet the angel be vastly superior to man. Probably angels are not only more highly organized than men, but are also of finer material. On this point, the following words from such high authority as "McClintock and Strong's Cyclopaedia" will be read with interest:—

"When, therefore, the ancient Jews called angels

spirits, they did not mean to deny that they were endued with bodies. When they affirmed that angels were incorporeal, they used the term in the sense in which it was understood by the ancients; that is, free from the impurities of gross matter. The distinction between 'a natural body' and a 'spiritual body' is indicated by Paul (1 Cor. 15:44); and we may, with sufficient safety, assume that angels are spiritual bodies, rather than pure spirits in the modern acceptation of the word." "In the Scriptures the angels appear with bodies and in the human form; and no intimation is anywhere given that these bodies are not real, or that they are only assumed for the time and then laid aside. It was manifest, indeed, to the ancients that the matter of these bodies was not like that of their own, inasmuch as angels could make themselves visible and vanish again from their sight. But this experience would express no doubt of the realities of their bodies; it would only intimate that they were not composed of gross matter. After his resurrection, Jesus often appeared to his disciples, and vanished again before them; yet they never doubted that they saw the same body which had been crucified, although they must have perceived that it had undergone an important change."—*Art. Angel.*

"The modern idea of spirit was unknown to the ancients."—*Kitto's Cyclopaedia, Art. Angels.*

Our Scrap-Book.

NATURE'S ICE-SAW.

PERSONS who have the benefit of the sun's rays every day in the year know but little of the gloom which rests upon the mind of one who is shut in by the ice and the darkness six long, weary months in the frozen regions of the North. The darkness is described as "becoming fearful;" and it is said that "a person's whole existence starves for light; and the fact that the darkness was preceded, and will be succeeded by six months' constant day does not bring patience and contentment."

To a person thus imprisoned how cheering must be the first faint sign of approaching sunlight, and how eager he must be to break away from these bands of ice! Frederick Schwatka, in the *Youth's Companion*, says that in order to get loose "they have to cut a channel of water from their ship's position to the open sea outside, wide enough to float the ship out; and that probably there is no work more severe in the whole course of a year's navigation in the Polar Seas than this cutting out of a winter harbor." He says, too, that "for many days before the work begins, the ship's carpenter and the other mechanics have been getting out the huge ice-saws, immense tools, the smallest of which are as long as themselves, and the largest fully twice as high. The winter's accumulation of rust is removed, and the teeth, each as big as one's hand, are sharpened and 'set' for the coming struggle with the thick ice."

It is quite interesting to read of their manner of performing this laborious task; but we want now to tell the readers of the INSTRUCTOR of another saw, outside of their own machinery, upon which they depend to do a deal of hard work. We quote, from the same source, as follows:—

"Every school-boy knows of, or, at least, has studied the effects of color in the absorption of heat, and is aware that if a black blanket be spread over a crust of snow covering the ground, and a white blanket alongside, the snow under the former will have melted under the solar rays long before it has disappeared from the ground; while, even after it has melted from the ground, some snow will still be found under the white blanket, which has thus protected it."

"The arctic ice-master applies this knowledge in cutting his channel, and, taking some black sand or earth or light sea-weed, he strews it in a thin covering on the top of the ice along the scarf-lines where he is to use the saws in cutting later on. By the time he begins to use tools, this ice-saw of nature may have melted down two or three feet into the ice, saving so much cutting. As the labor of sawing seems to increase almost in a geometrical ratio to the thickness of the ice that has to be sawed, this gain of two or three feet in ice six or seven feet thick is very considerable in diminishing the work."

He says further of the effects of color in absorbing heat:—

"I was once walking on the ocean-ice of Victoria Channel, just west of King William's Land, a great island in the Arctic Ocean, about the middle of July, and I noticed that every stone and water-logged stick, and everything of a dark color, had sunk deep into the ice. A kelp-stock, some twenty or thirty feet long, about the diameter of one's little finger, which had been carried out on the sea-ice by some off-shore storm of wind, had melted down five or six feet into the solid ice, cutting a channel not over an inch wide, into which it would have been hard work to insert one's hand flat-wise."

SNOW-FLAKES.

HAVE our young readers ever noticed the many shapes which are given to the falling particles of snow as they descend from the clouds? If they have not, and will examine the flakes during several storms, they will not only be delighted, but surprised at the almost endless variety of forms these take. It is said that "Nature has laws that regulate the form of every flake, although no one has yet discovered just what they are; but because rarely more than three or four kinds of flakes come at the same time, it is believed there are certain conditions and causes which govern the architecture of every one."

The formation of a snow-flake is so truly wonderful that the readers of the INSTRUCTOR will be interested in what scientists teach about it, and so we will quote what a writer in the January *Treasure-Trove* said about the beautiful snow crystals. The paragraphs read as follows:—

"A snow-flake is a very little thing, and few people stop to do more than admire it; but it is more than beautiful, it is wonderful, for the process by which even one flake is formed includes many great forces."

"We know that every bar magnet has a positive and a negative end called poles. If the positive ends of two bars are brought together they will not cling, there is no attraction; but if positive and negative ends are placed together they will be attracted and cling. Now every atom of matter which forms crystals, has two ends which are as opposite in character as the ends of a magnet, and these are also called poles. If the particles of matter are left free, opposite poles will seek each other, and thus by attraction and repulsion regular and beautiful crystals are formed. This is the way with the snow."

And this same power of crystallizing is given to the atoms of nearly all substances. Gold, silver, iron, copper, and lead, when melted and allowed to cool slowly, arrange themselves into crystals. Diamonds are only crystallized carbon. The ruby, sapphire, and emerald are all crystallized quartz, with different colorings. If you dissolve sugar in water, and then allow the water to evaporate, you will have sugar crystals. If you melt alum in water and then stretch a thread across the dish so that it touches the liquid, as the water evaporates the particles of alum will cling to the thread and build themselves into beautiful crystals. Each substance has its own regular form of crystals, salt for instance takes the form of cubes.

"When the air is perfectly saturated, and the clouds are heavy with water vapor, then it falls to the earth in rain, hail, or snow. If the temperature is below freezing point and the air is not too bitter cold, the vapor falls in snow-flakes, 'cloud crystals' as some one has beautifully named them."

"More than a thousand different forms of snow crystals have been seen; and although there is such an endless variety, they all have a likeness, for every snow-flake is either six-sided or has six points radiating from a center at six equal angles."



"The crystals are sometimes simple, being flat, six-sided figures or having six plain rays; often they are very complex, with the six spikes branched and feathered like fern-leaves and flowers. They are more complex and larger when the air is unusually damp, and probably the different temperatures through which they pass in falling has also some influence upon their forms."

"I do not suppose you have ever seen snow tinted with yellow, red, or green, yet there is a very tiny water-plant, called an alga, which sometimes comes down in the snow-flakes."

THE COST OF ALCOHOLIC DRINKS.

THE grain consumed in the manufacture of distilled and malt liquors would make 600,000,000 four-pound loaves of bread, and give every family in the United States more than seventy loaves each. Instead of bread, 83,631,972 gallons of distilled liquors are made, and 523,991,832 gallons of malt liquors. For this the people pay annually, \$1,000,000,000. ONE THOUSAND MILLION DOLLARS for intoxicating liquors! How much for other things? Read, if you have the courage to face the humiliating facts. For bread, \$505,000,000; for meat, \$303,000,000; for educational purposes, \$85,000,000; for missions, home and foreign, \$5,500,000. But we must add to the immense sum of ONE THOUSAND MILLION DOLLARS spent for the infernal poison that ruins soul and body, the loss of time, labor, intelligence, and skill in those who drink; ninety per cent of the expense of our criminal and police courts; a large per cent of the cost of poor-houses, houses of refuge, insane asylums, penitentiaries, inebriate asylums; suicides, murders, thefts, robberies; the ruined homes, broken hearts, hopeless despair of wives, mothers, and children!—*The Great Red Dragon, by Dr. Bennett.*

For Our Little Ones.

For the INSTRUCTOR.

BOOK OF BOOKS.

CHECKLA woke up cross one morning,
Wouldn't learn her verse;
So she sat and sulked, and pouted,
Made the matter worse.
The sun shone bright, the sky was clear,
But Theckla thought 't was dark and drear.
Grandma saw her frowning face,
But she did n't chide her;
Only took her Book of books;
Came and sat beside her;
Read her stories, soft and low,
Of the children long ago.



Something took that sullen frown,
And into sunbeams turned it;
Soon she whispered cheerfully,—
"Grandma, I have learned it,"
Theckla thought 't was very funny
That all at once the day grew sunny.
Oh, the magic of that Book!
Who can long withstand it?
It will conquer every fault,
If we but command it.
It can peace and joy impart
Even to the childish heart.

S. ISADORE MINER.

For the INSTRUCTOR.

THE LORD'S MESSENGERS FROM HEAVEN.

I HAVE told you who the angels were, and where they lived; now we will learn what their work is. Paul says that they are all sent to the earth to minister to God's children. Heb. 1:14. This is the main thing that they do. Another thing we are told in the Bible is that whenever the Lord wishes to tell anything to men upon the earth he sends an angel to do it. Rev. 1:1. When Gabriel came to Zacharias, he said, "I am sent to speak unto thee." Luke 1:19. Again it says: "The angel Gabriel was sent from God unto a city of Galilee." And so we often read how the Lord sent them to various persons and places at different times.

This is the way the Lord answers the prayers of his people. He hears them in heaven, and then he sends an angel down to do what they ask. So when Gabriel came to Zacharias, he said: "Thy prayer is heard." "And I am sent to speak unto thee." Luke 1:13, 19. So when Daniel prayed, Gabriel came from heaven to him, and said: "At the beginning of thy supplication, the commandment came forth, and I am come to show thee." Dan. 9:23. And again he said: "Thy words were heard, and I am come for thy words." Dan. 10:12. So, children, when you get down to pray, the Lord hears your prayer up in heaven, and he tells some angel to come down to the earth, and do what you have asked for. You may not see them, but they come just the same.

So when the Lord is angry with bad people and wishes to punish them, he sends some angel right

from his presence in heaven to do it. Thus, when the wicked Herod had greatly displeased God on account of his pride, the Bible says: "Immediately the angel of the Lord smote him, . . . and he was eaten of worms." Acts 12:23. That is the way God often does to bad people. When the men of Sodom had become very wicked, so that the Lord could not spare them any longer, he sent his angels to destroy them. But good people who love and obey the Lord need not fear; for God sends these good angels to watch over them all the time. In fact, every child of God has an angel to watch over him. Thus the Bible says: "He shall give his angels charge over thee." Ps. 91:11. And we read again: "The angel of the Lord encampeth round about them that fear him, and delivereth them." Ps. 34:7. That means that they stay right with us, just as though they pitched a tent right be-

side us. Even little children are thus guarded by angels, and these angels go right up to the Lord at any time, and tell him all about those they are watching. Jesus says: "In heaven their angels do always behold the face of my Father." Matt. 18:10. And so they watch over them through life here, and protect them from evil, shield them from the power of Satan, and guard them in times of danger.

I suppose, also, that these angels write down every day in a book just what we do. We know that there are such books kept, and that at the Judgment they will be opened. Daniel says: "The Judgment was set, and the books were opened." Dan. 7:10. In other places we read, "The books were opened, . . . and the dead were judged out of those things which were written in the books according to their works." Rev. 20:12. This is a very solemn thing, is it not? Everything we do, everything we say, and even what we think, is put right down in the books every day. You know that Jesus said: "Every idle word that men shall speak, they shall give account thereof in the day of Judgment." Matt. 12:36. How careful, then, we ought to be in regard to what we say and what we do! But if we do right, we have no reason to be afraid; the angels love good people. They care for them, pity them, and watch over them as long as they live, and know where they are buried when they die; when the Lord Jesus comes to take his saints to heaven, then all these angels from heaven will come with him, every one of them. The great trumpet will be sounded, the graves will open, and the righteous will be raised immortal. Then these angels will be there and will take the saints, as soon as they are raised, and will carry them up to meet the Lord in heaven. What a grand meeting that will be, just to have our eyes opened so we can see the angels who have been around us all our lives, to have them carry us in their arms up to the Lord, and then meet our friends and all the heavenly hosts!

D. M. CANRIGHT.

GOOD DEEDS SHOW LOVE.

"WORSHIP God by doing good
Help the suffering in their needs.
He who loves God as he should
Makes his heart's love understood
By his deeds."

Letter Budget.

We have received a letter from a boy in Wisconsin, signed H. T. P. We do not know his post-office address, nor whether he takes the INSTRUCTOR; but we will print his letter, thinking it may encourage you to work a little harder to get others to read your paper. The INSTRUCTOR may be a help to many, as it has been to him; so you don't know how much good you may do in this way. He writes:—

"DEAR FRIENDS OF THE YOUTH'S INSTRUCTOR: I have had much pleasure in reading some nice letters in your Budget, which have helped me very much. I am a boy from England. I came out last summer. While at the depot, I saw some of your INSTRUCTORS, and took some and sent them to England to my Sunday-school. I used always to attend church twice a day there. I attend here, but do not like it so well as at home on Sundays. There used to be about one hundred and fifty in the Sunday-school I attended in England. I have an uncle up here, but he does not keep the Sabbath, so do pray for him. In England, I belonged to the temperance society, which I think is a good cause; and then there was a 'Band of Hope' for the smaller ones. They sent me their motto for the year, which is,— 'What would Jesus have me do? Am I trying to serve him?' I do hope and pray that I may serve him, and so I want all who shall read this letter to pray for a lonely boy from England."

We think none of our boys and girls can read this letter without feeling a tender regard for this dear stranger; and we feel sure you will ask the Lord to keep him from temptation, and to lead him in the way of all the truth. Shall we not all unite in his requests?

PETER GARDNER, of Brown Co., Minn., writes: "I am a boy ten years old. I take the INSTRUCTOR, and like it much. I go to Sabbath-school nearly every Sabbath, and I go to day school, too. I like to let my school-mates read my paper. I attended camp-meeting at Mankato two years ago, and last year at Minneapolis. I am now saving up my money so I can go again next year. I have now given fifty cents to the Minneapolis church, and I am trying to raise more money for the missionary work. I am afraid I have not always shown as good an example as I should, but with the help of God I will begin right here to be more gentle and kind to my parents and all others I deal with. When I think of Jesus as a little boy, how good he must have been, I feel that I must try hard to be more like him."

Yes, Peter, we all need to try very hard to do right, and then we cannot be as good as the Saviour was, for he was without sin. But we must make Jesus our pattern, and if he sees us *all the time trying* to be like him, he will reach down and help us, pitying our weaknesses, and forgiving our mistakes. Let us, one and all, try every day to see how nearly like him we can be all this year.

JOHNNIE BLAIR sends a letter from Merrick Co., Neb. He says: "I am fourteen years old. I have five brothers and two sisters. My youngest brother is only two days old. My aunt has been staying with us several days. I keep the Sabbath with my parents, but it is eight miles to Sabbath-school, so I cannot go very often. My father is Bible class teacher. I study Book No. 2, and like my teacher real well. My oldest sister, eleven years old, studies in the same class with me. Don't you think we would be a nice little family to all be saved in the kingdom? Pray that we may."

In answer to Johnnie's question, it would indeed be a nice family,—father, mother, and eight children, all saved in the kingdom. How many complete families will there be in heaven? Some of the children in a great many families will be lost. Will it be Johnnie or Mary, Susie or Will? It need not be any of you, though probably a great many of the readers of the INSTRUCTOR will make the mistake to love this world better than the next one, and so have all their good things in this life. When it is too late, they will weep bitterly at their loss.

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