

tenderest years for the lofty position which was to be hers by and by; especially did she inculcate in the child's mind obedience to God, love of duty, and thoughtfulness for others.

She was, indeed, a devoted mother. The education of the little princess was her one care. She turned her back upon everything else, that this might be well done, for she felt profoundly the importance of the issues at stake.

And what a splendid reward she had! Not in her later years only, but always, even from the day when the crown fell to her and she requested the Archbishop of Canterbury to pray for her, Queen Victoria found her strength and wisdom in God, and God made her great, and wise, and good.

God seems to watch with a special care over the seed which the mother's hand sows in the heart of the child. If other sowings shall fail of a harvest, this will not fail. And, let it be further said, if, through carelessness or pre-occupation, or through having no mind to such things, the mother neglects that seed-sowing, no other can do it, and the child's loss thereby is irreparable.

He Leadeth Me

The Shepherd, He
Who leadeth me,
No good I lack thro' life's long day;
With Him I bide,
In Him confide,
He leadeth me, I fear to stray.

He leadeth me,
It may not be
In pastures green I always dwell;
But still I say,
Though rough the way,
He leadeth me, and all is well.

He leadeth me
O'er stormy sea,
Sometimes I walk by waters still.
He is my guide,
Whate'er betide,
He leadeth me—I fear no ill,

He leadeth me—
I cannot see
One step before, the way is hid.
The future dim,
I trust with Him,
He leadeth me, and I am glad.

The Religious Upbringing of the Child

By Mrs. Wilbur F. Crafts

It has been said that "Man as a child resembles the flower on the plant, the blossom on the tree." The manner in which this human bud unfolds should engage the most careful study of parents and teachers in order to follow wise lines in child training, particularly in religious culture.

In general, all of the petals of a bud open simultaneously, but this is not the way with the human buds. There is, however, one bud in nature which is its counterpart, it is the bud of the human plant. Without counting its petals, one might say there are from one hundred and twenty-five to one hundred and seventy-five in number. One after another, these petals successively open, so that one may see on one end of the flower-stalk half-grown bananas, and on the other end the still unfolding bud. A later development is a stem of bananas in different stages of growth and ripeness.

So do the human faculties develop successively. Unkind, unjust, unwise demands are made upon children by unthinking parents and teachers, who do not stop to consider whether or not the children have those faculties developed which would make it possible for them to do what they expect.

To fully set forth the order of development and outline a series of suitable processes would not be possible in the short space allotted to this article, but it may be said in a general way that the mouth is the centre of development, taste being the first faculty to unfold; secondly, sensation, or touch; then seeing, hearing, follow in quick succession.

Can the mother at this stage do anything for the soul culture of her child? Ay, even before this,