

their thoughts. They have life but they cannot repeat as many words as that little machine, the phonograph.

**Wednesday.** The power of speech given to man shows his superiority over the brute creation. This may be made clear to the children. Encourage them in talking about it, for it is a wonderful proof of the love of God to man.

**Thursday.** Talk about verses 11 and 12. The children may be taught to set a value upon true and pure words because they are what God can approve. Once a king prayed that his words and his thoughts might be pleasing to God. The king was David, and his prayer we will read here in Psalm 19, 14.

**Friday.** The Golden Text is like the third commandment which was given to all God's people long ago, and is for everybody. If you had a mill beside a stream which was strong and had much "power," we would think it a large business to direct this power and learn how to use it that it might do the best kind of work. Each child has a power greater than a mill stream, and he can guide it and keep the words as pure as water coming from a clear fountain. Each one of you has a great business in caring for the tongue. The poet Tennyson said, "Let thy voice rise like a fountain," and Mr. Longfellow said, "How wonderful is the human voice! It is, indeed, the organ of the soul."

**NATURE WORK.** We may talk of horses for they are mentioned in our lesson, and they are guided by bits. In Zech. 1, 8, we may read of a red horse, and in Rev. 6, 12, a white one is spoken of. A black horse is spoken of in Rev. 6, 5. Tell stories of the strength, beauty, kindness, and intelligence of horses. The children will talk of them freely. Another nature topic suggested by the lesson is water. It is connected with both ships and fountains. What fruits grow on vines? What on trees? One place in this book speaks of the tongue as a "tree of life." Let your tree bear good fruit—gentle, loving words.

**ART WORK.** Find a good picture of a chariot or of a fountain, and show this to the children.

**HAND WORK.** The children may make pictures of horses upon the blackboard. With sticks and rings they may picture chariots and carts such as they see in the streets every day. With paper they may fold pictures of barns with single or with double doors, and in the sand table outline roads for horses to travel in; also a winding river crossed by bridges made with blocks.

The **TRANSITION CLASS** may write in a vertical line the nouns of the Scripture verses.

**SCIENCE AT HOME WITH MOTHER.** Talk of the value of speech in the home. The gentle tones of a child are more beautiful than the sound of the trickle of a fountain, or the little song which the spray of the garden hose sings. The loving tones of a sweet voice in the home are more refreshing

than the shower of rain upon the grass on a warm summer day. Harsh words, and naughty words in the home hurt more than slaps and pinches can—do you think so? Then

"Speak gently, for 'tis better far  
To rule by love than fear!"

Speak gently, let no harsh word mar  
The good we might do here."

### LESSON XI. (June 13.)

#### PAUL'S ADVICE TO TIMOTHY. 2 Tim.

1. 1-7; 3. 14-17.

**GOLDEN TEXT.** "From a child thou hast known the holy Scriptures, which are able to make thee wise unto salvation." 2 Tim. 3. 15.

#### Primary Notes.



What are the pretty pink things which you see? Yes, they are buds. Can you tell what they will be some day? That is right, they will be roses. I think a good name for a rosebud is—the promise of a rose. When it is a very little bud, so little that you cannot see it at all, it is just as true a promise as when it is beginning to show its pink leaves like this one. Every kind of plant makes promises, the same as the rosebush does, and so a garden is like a great promise-book. To-day we have a lesson about another kind of promise-book. What is the symbol which you see here? Yes, this is God's great promise-book—the Bible. What is it good for? [Print, "Able to make wise."]

[Print in large letters at the top of the board, "Who? Where? Why?"]

Who wrote a letter one day, sitting in a prison house in Rome? It was Paul. He wrote it to Timothy. Do not forget these names—Paul, Timothy. You know who Paul was. Can you tell the name of some places where he preached the Gospel when on his missionary journey? We will look for some of them on the map. [Interest the children in finding the towns in which Paul preached. When Lystra is pointed out let some child tell about the attempt to worship Paul and Barnabas there.] In this very place Timothy lived. He had a good mother and grandmother, who taught him to love the Bible when he was a little boy. The Bible was not printed like a book, for there were no books in the world then, but it was something like this [roll a paper in the form of a scroll]. Timothy went to hear Paul preach at Lystra, and for the first time heard of Jesus. He believed what Paul said, and became a follower of Jesus. He learned so fast, and became such an earnest disciple, that when Paul went traveling again he took Timothy along as his friend and helper. Do you see why it was