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The Primary Quarterly

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What the Dear God Asks

Rain on the wind-swept clover ;
Rain on the deep, blue sea ;
The beautiful earth brims over,
A silver treasury.
So much God gave
To the mead and the wave,
And all of the world to thee.

Drink, little buds, drink quickly,
Drink of the shining dew ;
Over your bright leaves thickly,
Thickly the sweet drops strew ;
Then nod and blow,
'Till the meadows glow,
And the children smile at you.

To climb, and to bud, and to flower,
To drink of the crystal dew,
To give each long, long hour,
The sweets of a lifetime through ;
These are the tasks
That the dear God asks
Of his blossoms, and asks of you.
—Garnet Noel Wiley

Strong and Brave

The Lessons which are now about to begin are crowded with wonderful happenings, like those of the First Quarter, which is just ended. They also contain some very wise words from the letters of the apostles.

Peter was very much astonished when God showed him, in a vision, that he should not make any difference, amongst people, but preach Jesus to everybody ; and he was more astonished still, when God's angel came and

took him out of the prison in which the cruel king had bound him with iron fetters.

How Jesus appeared from heaven to Paul (or Saul, as he was then called), and how Paul, who had been killing Jesus' followers, became himself a disciple and a preacher of Jesus, and how brave he was in this new work, and to how many places he traveled, are all told. You will think Paul a very courageous and good man ; and the words you will study about doing kind acts, and speaking only kind things, and about how strong it makes people, to trust in God, will help to make you also brave and good.

The Child as a Learner

By Mrs. Winnifrede B. Jamieson

A child's growth is fostered by light, air, food and exercise. Correspondingly, the mental and spiritual growth depends upon vision, atmosphere, nutrition and work. The avenues of seeing, feeling, hearing and doing, therefore, should be carefully guarded, if the little ones are to learn " whatsoever things are lovely".

Some one has said, " What we make children love and desire, is more important than what we make them learn ". Most children have a very fair sense of right and wrong, which can be strengthened by helping them to a voluntary choice of the right, or weakened by compelling an outward obedience, while the heart is full of angry rebellion. Children are quick to see the reasonableness of a request and as quick to resent an unjust punishment. If we are careful to distinguish between what has caused us personal annoy-