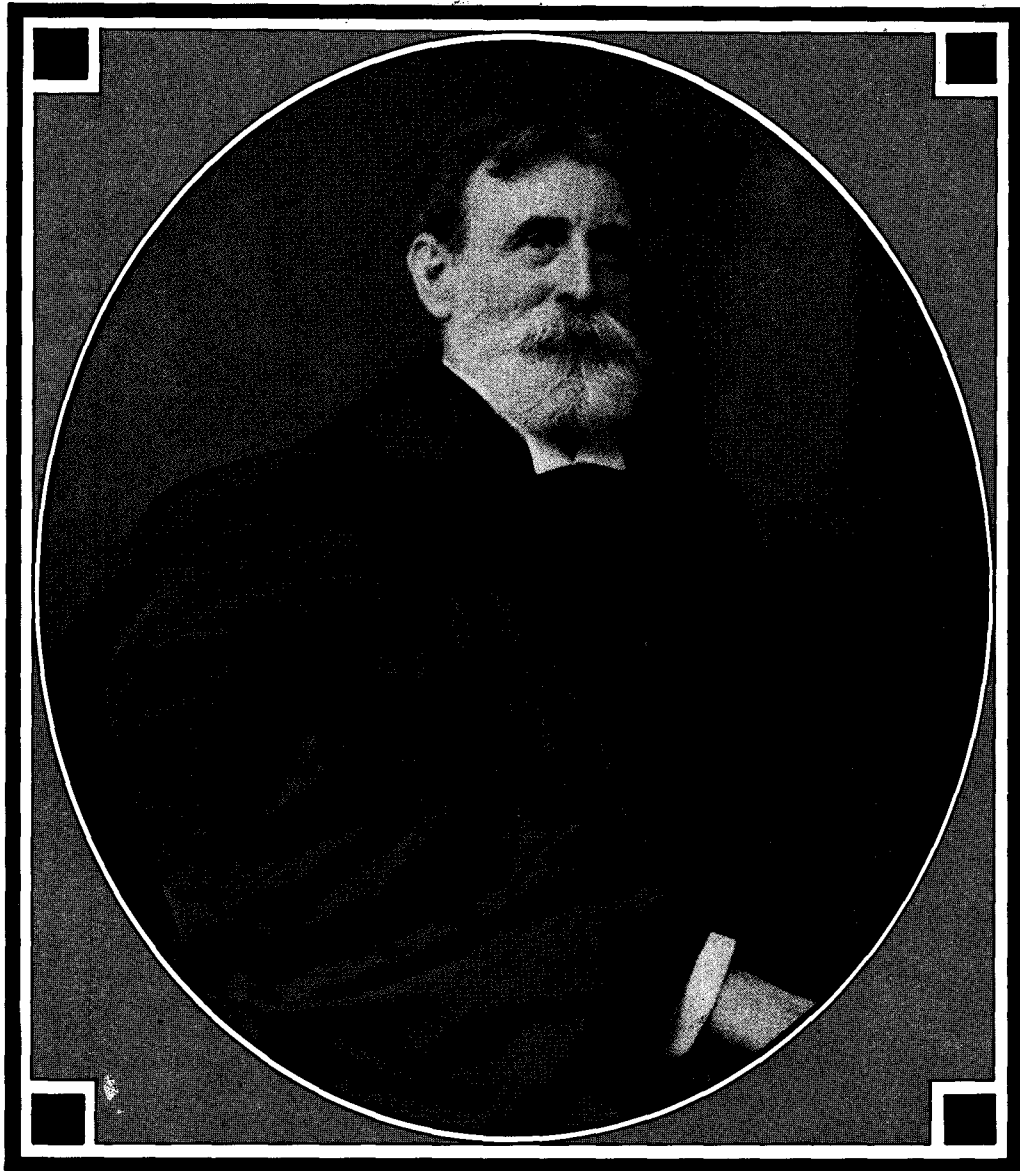


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The Shorter Catechism

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Is The Shorter Catechism Worthwhile?

Benjamin B. Warfield

The Shorter Catechism is, perhaps, not very easy to learn. And very certainly it will not teach itself. Its framers were less careful to make it easy than to make it good. As one of them, Lazarus Seaman, explained, they sought to set down in it not the knowledge the child has, but the knowledge the child ought to have. And they did not dream that anyone could expect it to teach itself. They committed it rather to faithful men who were zealous teachers of the truth, "to be," as the Scottish General Assembly puts it in the Act approving it, "a Directory for catechizing such as are of a weaker capacity," as they sent out the Larger Catechism "to be a Directory for catechizing such as have made some proficiency in the knowledge of the grounds of religion."

No doubt it requires some effort whether to teach or to learn the Shorter Catechism. It requires some effort whether to teach or to learn the grounds of any department of knowledge. Our children—some of them at least—groan over even the primary arithmetic and find sentence-analysis a burden. Even the conquest of the art of reading has proved such a task that "reading without tears" is deemed an achievement. We think, nevertheless, that the acquisition of arithmetic, grammar and reading is worth the pains it costs the teacher to teach, and the pain it costs the learner to learn them. Do we not think the acquisition of the grounds of religion worth some effort, and even, if need be, some tears?

For, the grounds of religion must be taught and learned as truly as the grounds of anything else. Let us make no mistake here. Religion does not come of itself: it is always a matter of instruction. The

emotions of the heart, in which many seem to think religion too exclusively to consist, ever follow the movements of the thought. Passion for service cannot take the place of passion for truth, or safely outrun the acquisition of truth; for it is dreadfully possible to compass sea and land to make one proselyte, and when he is made, to find we have made him only a "son of hell." This is why God establishes and extends his Church by the ordinance of preaching; it is why we have Sunday schools and Bible classes. Nay, this is why God has grounded his Church in revelation. He does not content himself with sending his Spirit into the world to turn men to him. He sends his Word into the world as well. Because, it is from knowledge of the truth, and only from the knowledge of the truth, that under the quickening influence of the Spirit true religion can be born. Is it not worth the pains of the teacher to communicate, the pain of the scholar to acquire this knowledge of the truth? How unhappy the expedient to withhold the truth—that truth under the guidance of which the religious nature must function if it is to function aright—that we may save ourselves these pains, our pupils this pain!

An anecdote told of Dwight L. Moody will illustrate the value to the religious life of having been taught these forms of truth. He was staying with a Scottish friend in London, but suppose we let the narrator tell the story. "A young man had come to speak to Mr. Moody about religious things. He was in difficulty about a number of points, among the rest about prayer and natural laws. 'What is prayer?' he said, 'I can't tell what you mean by it!' They were in the hall of a large Lon-

don house. Before Moody could answer, a child's voice was heard singing on the stairs. It was that of a little girl of nine or ten, the daughter of their host. She came running down the stairs and paused as she saw strangers sitting in the hall. 'Come here, Jenny,' her father said, 'and tell this gentleman what is prayer.' Jenny did not know what had been going on, but she quite understood that she was now called upon to say her Catechism. So she drew herself up, and folded her hands in front of her, like a good little girl who was going to 'say her questions,' and she said in her clear childish voice: 'Prayer is an offering up of our desires unto God for things agreeable to his will, in the name of Christ, with confession of our sins and thankful acknowledgement of his mercies.' Ah! That's the Catechism!' Moody said, 'thank God for that Catechism.'"

How many have had occasion to "thank God for that Catechism!" Did anyone ever know a really devout man who regretted having been taught the Shorter Catechism—even with tears—in his youth? How its forms of sound words come reverberating back into the memory, in moments of trial and suffering, of doubt and temptation, giving direction to religious aspirations, firmness to hesitating thought, guidance to stumbling feet: and adding to our religious meditations an ever-increasing richness and depth. "The older I grow," said Thomas Carlyle in his old age, "and now I stand on the brink of eternity, the more comes back to me the first sentence in the Catechism, which I learned when a child, and the fuller and deeper its meaning becomes:

What is the chief end of man?

To glorify God and to enjoy him
forever.

Robert Louis Stevenson, too, had learned this Catechism when a child; and though he wandered far from the faith in which it would guide his feet, he could never escape from its influence, and he never lost his admiration (may we not even say, his reverence) for it. Mrs. Sellars, a shrewd, if kindly, observer, tells us in her delightful "Recollections" that Stevenson bore with him to his dying day what she calls "the indelible mark of the Shorter Catechism"; and he himself shows how he

esteemed it when he set over against one another what he calls the "English" and the "Scottish" Catechisms—the former, as he says, beginning by "tritely inquiring 'What is your name?,'" the latter by "striking at the very roots of life with 'What is the chief end of man?' and answering nobly, if obscurely, 'To glorify God and to enjoy him forever.'"

What is "the indelible mark of the Shorter Catechism"? We have the following bit of personal experience from a general officer of the United States army. He was in a great western city at a time of intense excitement and violent rioting. The streets were over-run daily by a dangerous crowd. One day he observed approaching him a man of singularly combined calmness and firmness of mien, whose very demeanor inspired confidence. So impressed was he with his bearing amid the surrounding uproar that when he had passed he turned to look back at him, only to find that the stranger had done the same. On observing his turning the stranger at once came back to him, and touching his chest with his forefinger, demanded without preface: "What is the chief end of man?" On receiving the countersign, "Man's chief end is to glorify God and to enjoy him forever"—"Ah!" said he, "I knew you were a Shorter Catechism boy by your looks!" "Why, that was just what I was thinking of you," was the rejoinder.

It is worth while to be a Shorter Catechism boy. They grow to be men. And better than that, they are exceedingly apt to grow to be men of God. So apt, that we cannot afford to have them miss the chance of it. "Train up a child in the way he should go, and even when he is old he will not depart from it."

Dr. Benjamin B. Warfield was Professor of Didactic and Polemic Theology at Princeton Theological Seminary from 1887-1921. This article is reprinted with permission from Selected Shorter Writings of Benjamin B. Warfield vol. 2, edited by John E. Meetes (Nutley, NJ: Presbyterian and Reformed Publishing Co. 1973.)

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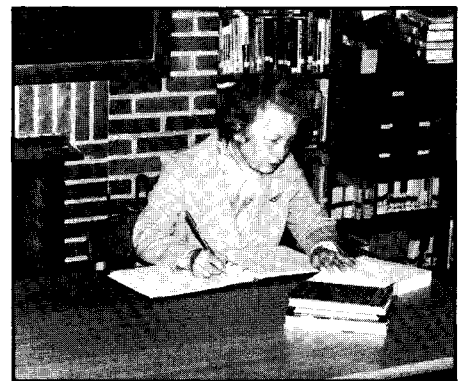
Norma Ellis

In 1938 a Master's degree did not assure the graduate placement in teaching. If English was your major and you did not have experience in collecting butterflies or French cookery your opportunities were even fewer. So in that situation a degree in Library Science was worth a try.

It worked. For four years I was teacher-librarian at a Junior High School in Wyncote, Pennsylvania. There are two things about those years that are noteworthy. First, the library and I suffered the results of the inexperience of my predecessor so that the collection of books on the shelves and the collection of cards in the drawer bore very little relationship to each other. The situation was unforgettable.

The other thing of note was the proximity of the school to Westminster Seminary. After four years my career as teacher-librarian was terminated when I moved from the area, the happy wife of one of the Seminary graduates.

Twenty-three years ago my husband accepted a call to Knox Orthodox Presbyterian Church in Silver Spring, Maryland. So I dusted off my Drexel Library School training and began work on the couple of dozen books that occupied a book-case in an upstairs room at the church. Today Knox Library contains some 2100 books shelved in a spacious, attractive main floor room where a cheery fire sometimes burns at the hearth. From that time to this many persons have given support and hours of work. The Board of Trustees has shared in a vision for a reading church. And it would be negligence not to mention by name Jack Vander Sys, whose dream for a library in that room with a fireplace led him to design and construct the shelving, cabinets and even card catalog drawers!



Mrs. Esther Abramis accessioning books.

A Procedure Guide

All of those years our "system" has been developing. As it has become more complicated, the difficulty of securing uniformity with a changing group of workers has increased. I have long had the nagging consciousness that the "system" should be put into writing. I have been aware that our free-wheeling operating has been bad and that should I no longer be on the scene a kind of chaos would ensue and I would be the guilty party.

It was not until this year, however, that, prodded by Priscilla Brown with her secretarial skills and available equipment, I was able to complete the *Procedure Guide for the Church Library*. Now at last the Knox workers have in black and white, complete with some 23 illustrations, "the way we do it." I say that the Knox workers have this book because it was not written after carefully researching books on church libraries. There are probably newer, better or simpler ways of operating a church library. This book grew completely from my own training and experience and is primarily for local use. It is a write-in