

## Salome's Prayer.

Ah, mother, full of fond dreams!  
And did thy hopes aspire  
To where before the throne there gleams  
The crystal sea of fire?  
Didst see in vision, left and right,  
Thy two sons seated there,  
With golden crowns, arrayed in white,  
In glory none might share?

Ah, could thine eyes have seen indeed  
The boon that thou didst ask,  
How one dear son for Christ must bleed,  
And one work out his task!  
It was not Christ's to grant or give  
But by the Father's rule;  
And suffering is, for all who live,  
The saint's appointed school.

He crowns the victor's brow, but first  
Must come the fierce hot strife;  
The soul must taste Earth's last and worst  
Before it gains its life?  
By circling years, or sudden pain,  
He ends what He began,  
And only thus His servants gain  
The stature of the man.

Ye mothers, who for children seek  
High heritage of fame,  
God's gifts, a prophet's words to speak,  
Or statesman's might and name,  
The wreath that binds the conqueror's brow,  
The poet's tongue of fire—  
Who thus, Salome-like, would now  
Speak out your heart's desire—

How would ye shrink in pale dismay  
Could ye the future scan,  
And trace the lonely age and gray,  
The features pale and wan,  
Could hear the minstrel's music sad,  
And see the statesman foiled,  
The one prize never to be had,  
For which alone he toiled!

Ye know not that the fire which burns  
In words of poet's lips  
Upon the man's own spirit turns,  
And ends in dim eclipse;  
Ye know not, when for those ye love  
Ye ask the world's success,  
That fame, wealth, pleasure, never prove  
Enough the heart to bless.

Far better ask Salome's prayer,  
If ye will seek aright,  
That those ye love at last may share  
The thrones to left and right;  
Then leave it to the Father's will  
To grant it or deny;  
Sure that His love will lead them still,  
In wandering far or nigh.

## Some Strange Methods of Defence.

BY MRS. V. C. PUGH.

JAMES was often teased at school for his strange taste, having received from his play-fellows the name of "bug-lover." They gave him this title because he was always studying the habits of lower animals, worms, spiders, or wasps. Sometimes, however, he gained from them an interest in his studies. Once he told them he had discovered an insect in the woods that possessed the power of eluding his enemies by becoming invisible. They refused to believe it, unless they should see it for themselves. After school, quite a group set off with James to see "the invisible insect."

Once in the woods, they followed their guide till he called a halt, by the side of a spider's web. It was a singular-looking spider, large and poisonous, they feared, and the web it had spun was of white silken cords, that were so strong that when one broke them he could hear them snap.

"Well," said Roy, "you've shown us a decidedly visible insect; how does he become invisible? If you are going to tamper with him, I shall get out of the way, for I'm really afraid of him."

"Just wait a moment, Roy," said James, "I'm a little afraid of him myself, and I don't think I shall lead you into any danger. Pick up that grass-stalk, and use it for a weapon, while you attack its citadel. Here, give me that grass-stalk. Now all watch the

hugo creature in the centre of his web, and tell me in a little while just where you see him."

James touched the web with the stalk and the spider began to swing slowly on the lines, catching at them "with its hands," the grass-stalk continued to touch the web, and the slow, sullen swinging changed to a rapid shaking, a shaking so rapid that for few minutes together not one of the boys could see spider or spider's web.

"Hurrah for James' discovery!" called out the boys. "We have surely seen a creature that can rush out of danger into invisibility."

James' discovery set the other boys on the watch, and they found out some animals who possess the power of becoming invisible in the water. They were guided to these animals, not by original investigation, as James had been, but by certain passages in their reading-books. They read how the cuttle-fish is supplied with a bag containing a fluid as "black as ink;" how, when pursued by an enemy, he discharges a cloud of ink, thus rendering the water so impure that he himself becomes invisible and effects his retreat; they read also of an animal called the "sea-hare," which, under the same circumstances, "darkens the water around it with a lovely purple dye."

Having now discovered animals which, in a certain sense, may be said to have the power of rendering themselves invisible, in the air or in the water, they searched for some creature which might possess this power on the land, finding this also, not by actual observation, but in a book of travels.

"In the arctic regions, the rabbits are clothed with a white fur; this colour sometimes enables them to save their lives, by lying perfectly still and motionless on the snow. A rabbit may see an eagle sailing over head, looking for its prey. If he instantly becomes as motionless as if dead, he may remain stretched upon the snow beneath the eagle's eye and yet perfectly unnoticed by her."

When this was mentioned by one of the boys as a specimen of invisibility, there was quite a controversy as to whether it should be accepted or not; a controversy that was finally referred to the teacher, who decided that "the rabbit may be perfectly visible to the eagle, he may see it, but fails to distinguish it from the vast fields of snow. Its weapon of defence seems to be its power of becoming motionless, and not that of becoming invisible. Though seen, it is not recognized."

## Why Bees Work in the Dark.

A LIFE-TIME might be spent in investigating the mysteries hidden in a bee-hive, and still half of the secrets would be undiscovered. The formation of the cell has long been a problem for the mathematician, while the changes which the honey undergoes offer at least an equal interest to the chemist. Every one knows what honey fresh from the comb is like. It is a clear, yellow syrup, without a trace of sugar in it. Upon straining, however, it gradually assumes a crystalline appearance—it candles, as the saying is, and ultimately becomes a solid mass of sugar. It has not been suspected that this change is due to a photographic action. This, however, is the case. This is why bees work in perfect darkness, and why they obscure the glass windows sometimes placed in their

hives. The existence of their young depends upon the liquidity of their food; and if light were allowed access the syrup would acquire a more or less solid consistency; it would seal up the cells, and probably prove fatal to the inmates of the hive.

## At the Wheel.

A GREAT deal of thrilling interest gathers about a pilot, who is the ruling spirit of the ship. It is the pilot's duty to guide the ship safely on her course, and for this reason he must be sober, clear in judgment, and thoroughly acquainted with the science of navigation. He occupies a certain part of the vessel, which is called the pilot-house. In it is the wheel by which the steering apparatus of the ship is moved. There also are the compass-box and the chart; the former contains a card, marked with the thirty-two points of the compass. Fixed over this is a magnetic needle, which always points directly north, the variation excepted. The chart is a map of some part of the earth's surface, with the coasts, isles, banks, rocks, channels, entrances, rivers, and bays, and soundings, or depth of water.

The pilot's hand guides the wheel, while his eyes study the chart and compass. It is his ambition to bring his ship to her destination in safety. Sometimes hundreds of lives are in his hands, so to speak, and his is a responsibility which no one would envy him. He steers and guides, steers and guides; for there are many dangers ahead which he and he only knows. The passengers laugh and are gay; they do not trouble themselves, for a good pilot is at the wheel, and unless wrecked by storm he will bring them safely to port.

There is a great Pilot who steers for all the world. His eye never closes, nor does His hand ever relax. The world has become so accustomed to His guidance that it often forgets to own and thank Him. And yet, if for a single moment He were to withdraw His omniscient gaze, the world would dash from her orbit, and be hurled into chaos again.

The same great Pilot who guides this world through space is ready to guide each one of us in the voyage of life. Those who put their trust in Him are safe; those who seek other pilots, or who try to guide themselves, are sure to be lost. Alas! how many are wrecked because they do not choose the great Pilot.

IN 1883 the inhabitants of Paris ate 9,485 horses, 307 asses, 40 mules—not far short of 5,000,000 pounds' weight. The use of such meat is stimulated by the high prices of beef and mutton.

THE French Consul asked the Queen of Madagascar that the French traders might be paid for the loss they suffered from her forbidding the sale of spirits in her dominions. "Yes," she replied, "we will give you compensation, provided you will also compensate us and our subjects for the incalculable mischief your poison has done."

Nor long ago a lady who had just returned from Europe was asked by a friend if she had seen the Lion of St. Mark. "Oh yes," she replied; "we arrived just in time to see the noble creature fed." The late Dr. Beadle of Philadelphia must have encountered the same lady. He spoke of the beauty of the Dardanelles, and she replied: "Oh yes, I know them well; they are intimate friends of mine."

## LESSON NOTES.

## THIRD QUARTER.

STUDIES IN THE WRITINGS OF JOHN.

A. D. 30.] LESSON IV. [July 25.

THE RESURRECTION OF LAZARUS.

John 11. 20-27, 35-44. *Comm. vs. 23-26.*

## GOLDEN TEXT.

Jesus said unto her, I am the resurrection and the life.—John 11. 25.

## CENTRAL TRUTH.

Jesus Christ is the resurrection and the life.

## DAILY READINGS.

M. John 11. 17-27. Tu. John 11. 28-44.  
W. John 11. 45-57. Th. John 5. 17-29.  
F. Rom. 6. 1-13. Sa. 1 Cor. 15. 12-26.  
Su. 1 Cor. 15. 35-38.

NOTE.—This lesson, as selected by the International Committee, was so long (vs. 17-44) that the leading publishing houses agreed on the above shorter selection. The same is true of Lesson 12.

TIME.—January to February, A. D. 30, immediately following the last lesson.

PLACE.—Bethany, on the Mount of Olives, about two miles south-east of Jerusalem.

INTRODUCTION.—In our last lesson we left Lazarus dead at Bethany, and Jesus remaining two days still in Perea, and then journeying with his disciples toward Bethany. When he arrived, he found that Lazarus had been dead and buried four days, the burial, according to Jewish custom, taking place on the same day on which he died. He was buried in a cave, or a recess hollowed out of the perpendicular side of a rock. It was probably a private tomb in a garden. The sisters were at the house mourning with friends.

HELPS OVER HARD PLACES.—20. *Martha met him*—Just outside of the village, v. 20. Jesus did not go to the house, (1) because he would see and instruct the sisters alone. (2) The Jews there might report him to the Pharisees and hinder his plans. *But Mary sat still*—Or still sat. Being more retired, she did not hear of Jesus' arrival as soon as Martha, who would be busy with the household, and first see the messenger (see Luke 10. 38-42). 25. *I am the resurrection*—All the dead shall rise through my power, therefore I can raise to life as easily now as on that great day. 26. *Shall never die*—There will be no end to his existence. Physical death will be but a change: a doorway to a higher life. 27. *Thou art the Christ*—And therefore what you say must be true, though I cannot quite understand it. 39. *Take away the stone*—That was rolled against the entrance of the tomb. 41. *Thou hast heard me*—Jesus, as the Messiah, kept up continual communication with his Father in heaven. 44. *Bound hand and foot*—Either the limbs separately, or his whole body was wound loosely in cloths. The coming forth may have required little more than sitting up and appearing at the entrance of the tomb.

SUBJECTS FOR SPECIAL REPORTS.—The family at Bethany.—Rock tombs.—Jesus the resurrection and the life.—Comfort and help in the doctrine of the resurrection.—Why Jesus prayed.—Grave-clothes.—This miracle a parable of redemption.

## QUESTIONS.

INTRODUCTORY.—Where was Jesus in our last lesson? Where was he going? What for? How long after Lazarus' death did Jesus reach Bethany? (v. 39.)

SUBJECT: JESUS THE RESURRECTION AND THE LIFE.

I. JESUS TEACHING THE DOCTRINE OF THE RESURRECTION. (vs. 20-27).—Where did Martha meet Jesus? (v. 20. What was her greeting? How did she know that her brother would not have died had Jesus been there? What shows that she still hoped for some help from Jesus? Had Jesus raised any from the dead before this? (Luke 7. 11-17; 8. 49-56.)

What was Jesus' reply? (v. 23.) What did Martha take this to mean? (v. 24.) What great doctrine did Jesus then teach her? What is the resurrection? Who only are to have this resurrection to life? What does Jesus mean by saying that he is the resurrection? How can Christians be said never to die? How did Martha give her assent to this teaching? (v. 27.) How was her faith in Jesus as the Messiah an assurance that she believed what Jesus had been teaching? Why did not Jesus come to Martha's house? How did Martha learn of Jesus