

Be Kind.

Thank God that in life's little day,
Between its dawn and setting,
We have kind deeds to give away,
Sad hearts for which our own may pray,
And strength, when we are wronged, to
stay,
Forgiving and forgetting.

We are all travellers, who throng,
A thorny road together;
And if some pilgrim, not so strong
As I, but footsore, does me wrong,
I'll make excuse—the road is long,
And stormy is the weather.

What comfort will it yield the day
Whose light shall find us dying?
To know that once we had our way,
Against a child of weaker clay,
And bought one triumph in the fray,
With purchase of his sighing?

LESSON NOTES.**FOURTH QUARTER.**

STUDIES IN OLD TESTAMENT HISTORY.

LESSON II.—OCTOBER 11.**SOLOMON'S WISE CHOICE.**

1 Kings 3. 5-15. Memory verses, 11, 12.
GOLDEN TEXT.

The fear of the Lord is the beginning
of wisdom.—Psalm 111. 10.

Solomon? For what was Gibeon noted?
6 On what did Solomon base his peti-
tion? 7. Why did he believe God would
help him? 8. How was he as a little
child? Mention some of the difficulties
which he had to meet? 9. Why did he
ask wisdom?

II. God's Answer, verses 10-15.

10. Why did Solomon's request please
God? 11. In a like case what would
most others have asked? 12. For what
did God's gift fit him? 13. Did God
give him more than he asked? What
was promised as to his greatness? 14.
Does God make all his promises without
conditions? Why was the promise of
long life not fulfilled? 15. How did
Solomon show his gratitude? What did
his offerings represent?

TEACHINGS OF THE LESSON.

Early in life we should take Christ as
ours and openly acknowledge him. The
best wisdom is not gained out of books
or learned from teachers. Better choose
what is right than what is pleasant.
True knowledge will make us humble.
Religion tends to insure outward pros-
perity. The young should be thankful
that they can offer a whole life to God.

Our lives are albums, written through
With good or ill, with false or true;
And as the blessed angels turn
The pages of our years,
God grant they read the good with smiles
And blot the ill with tears.

—Whittier.

HOW WOMEN WORK IN GERMANY.

A correspondent of the Chicago Tri-
bune says: "We took an early drive
through Munich before the city had
awakened. Early as was the hour, wo-
men were astir everywhere. They were
collecting the offal and refuse from
houses and stores; sweeping yesterday's
dirt from the street into piles, which
other women shovelled into hand-carts;
cleaning the tracks of the tram-cars
from obstructions; harnessed into bakers'
carts and milk-carts, and distributing
their supplies to their customers; scrub-
bing the floors of shops; moving in all
directions to prepare for the business
of the day, that the men might not only
find their breakfasts ready on rising, but
the streets and shops in tidiness and
order.

Wandering among the architectural
wonders of Vienna, we halted beside a
magnificent building in process of con-
struction, to study its design. Imme-
diately we came upon women mixing
mortar, and far above us saw other wo-
men climbing ladders, bearing on their
heads and shoulders bods of brick, stone,
and mortar for the use of the masons.

"We spent a day in the picture-gallery
at Dresden. I stepped out on the street
and found myself launched in a stream
of women all bending under the loads of
the baskets strapped to their backs, each
of which baskets is made to carry sixty
pounds. Some were young, but many
were past middle age, and some were
white-haired and tottering under their
load, their sad eyes looking into mine
hopelessly.

"Scantly dressed, generally bare-
headed, in the blazing sun, quite as often
barefooted and barelegged, they were
bronzed in complexion, thin of flesh, bent
and inelastic in figure, without joy in
their work or hope in their faces."
Forward.

THE MAN IN THE PILOT-HOUSE.

It was a foggy night. A dense mist
draped the sea. The steamer in which
we journeyed went slowly, feeling its way
carefully along—at times giving with its
whistle a dismal groan, as if a despairing
request that everybody would keep out
of its way. As we lay in our little
corner trying to sleep, yet knowing how
risky our voyage was, we thought how
everything depended on the one man
steering the boat. How we and the
hundreds aboard all trusted that one man
up in the pilot-house! How implicitly
we committed everything into his hands
—our persons, our property, all our in-
terests—and trusted him to safely bring
us forward on our journey! How much
depended on that one man's judgment,
that one man's skill, that one man's ex-
perience! And then, how readily—com-
pletely—we trusted him!

The Bells of September.

Over the round earth comes swinging,
Chiming and rhyming and strong,
Something like wonderful singing,
Singing of wonderful song.

From land to land now it goes beating,
Beating from mountain to glen,
From seacoast to prairie 'tis fleeing,
From prairie to seacoast again.

The little lad hears it, and straightway
He tucks his book under his arm,
The little lass runs through the gateway
To answer its joyous alarm.

Out of the east it comes swimming,
This sound like a wonderful song,
With murmur of melody brimming,
Hear it, ding-dong now, ding-dong!

Oh, what shall we have to remember,
In the long days from New Year to
Yule,
So sweet as the bells of September,
The world over, ringing in school!

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A JAPANESE BOAT.

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The Japanese are a very curious and
very ingenious people. Some of their
mechanism, of which most of our readers
have seen specimens, are marvels of
neatness and skill. Their cabinets,
carvings, lacquer-work, bronzes, and es-
pecially the shrines of their false gods,
are most elaborate affairs. They have
a very extraordinary manner of working.
Instead of shoving a plane or saw from
them as we do, they draw these tools
towards them, often holding their work
with their toes—a most inconvenient ar-
rangement as it seems to us. Their
boats are also very curious, and are
sometimes built without the use of a
particle of iron, the planks being sewn
together with strong thongs. Their
large "junks," as they are called, are
very remarkable and very picture-que-
looking objects. But they are being
replaced largely by boats built after the
English model. The standing figure in
the picture is a man high in authority,
and on the backs of the rowers you may
see embroidered the crest or coat-of-
arms of the master they serve.

The enlargement of this paper will
begin with the next number. Look out
for it.

Time.—B.C. 1014.

Place.—Gibeon, five miles from Jeru-
salem.

CONNECTING LINKS.

Adonijah's plea and pardon. David's
charge and death. Adonijah's second
plot and death. Joab's execution.
Shimei also put to death. Solomon's
marriage.

DAY BY DAY WORK.

Monday.—Read the Lesson (1 Kings
3. 5-15). Learn the Memory Verses and
Golden Text.

Tuesday.—Read of the choice Moses
made (Heb. 11. 17-26).

Wednesday.—Read what Joshua chose
(Josh. 24. 14-24). Answer the Questions.

Thursday.—Read what Job said of
wisdom (Job 28. 12-28). Learn Time,
Place, and Connecting Links.

Friday.—Read the two things we must
choose from (Deut. 30. 11-20).

Saturday.—Read which Paul thought
best (1 Tim. 6. 6-16). Study Teachings
of the Lesson.

Sunday.—Read the story of Paul's own
choice (Phil. 3. 1-14). Prepare to tell
the Lesson Story.

QUESTIONS.

1. Solomon's Request, verses 5-9.
5. Where did the Lord appear to