

tricity," and which excited great criticism at the time. "Two years' experience," he said, "proves beyond a doubt that the electric light for household purposes can be produced and sold in competition with gas." They who scoffed have remained to pray, the gas companies that were so hostile and incredulous being themselves now among the most active vendors of the new illuminant, or else so anxious as to the future that their yearnings for improved gas apparatus that can struggle with it are never adequately fulfilled. During the last ten years, one firm of engine-builders—the Armington & Sims Company—has sent out nearly as many engines to drive Edison dynamos as there were in all the United States fifty years ago.

The electric light is not merely based on scientific principles, but thoroughly accords with all that is scientific in modern ideas of safety, purity and cleanliness. It was called for by the intelligence of the times, whose comfort and convenience it so amply meets; and the men first to proclaim its merits and its desirability, and to act on their beliefs, have seen their every prediction realized to a striking degree within a decade.

It is in connection with the central station business that a remarkable development affecting the works is going on. Slowly but surely the stations are getting upon their proper basis of supplying current, not simply for lighting, but for all the other demands that may arise for it. A station is no longer a place where intense activity for five or six hours is succeeded by leisure and dulness the rest of the twenty-four. The telegraph office, requiring current for its circuits; the telephone exchange, with its magnetos to be run; the medical establishment, with patients to be cured by electricity; the printing offices, the ice cream saloons, the buildings with elevators, the wood-working factories, the chemical works with bad ventilation, the jeweller's workshop, the clothier's store—each of these and hundreds of other places need current all day long for direct use or to drive motors, and they are all becoming customers of the central stations. The Edison Machine Works have within the last year, besides building a large number of special generators, sent out thousands of horse-power of Sprague motors to these stations, and the tasks to which the motors are put multiply daily. The Works have furnished machines for more than 160 cotton, woollen and textile fabric mills; nearly 70 flour mills and grain elevators; just upon 100 iron works, car shops and machine shops; over 60 furniture and other woodworking establishments; about 100 miscellaneous factories, etc.; more than 50 newspapers and publishing offices; some 70 asylums and public institutions; around 50 theatres and places of amusement; nearly 250 banks, clubs, apartment houses, office buildings and fine residences; and paper mills, oil refineries, pumping stations, special works and the like to the number of 300 or 400 more.

From these works, machines have been despatched to regions as remote as Finland, China, Brazil and South Africa. The demand for electric lighting in South America may be said to be wholly met from this country, and the machines undergo all the trials of a long sea voyage as well as the handling of inexpert natives. A large contract filled not long since at Schenectady was for a plant for Tokio, Japan, where light is now being supplied to the Mikado and to a large portion of the city. Even the "hermit kingdom" of Corea has sent orders to the works.

Mr. Edison is the president of the company and Mr. Charles Batchelor the vice-president. The active control is in the hands of Mr. Samuel Insull—long Mr. Edison's private secretary—the treasurer and general manager, seconded by Mr. John Kruesi, the assistant general manager, who has as his aide Mr. W. B. Turner, superintendent of the works. Mr. John Langton, jr., is the mechanical engineer.

In electric lighting a gigantic and growing industry has been created. The boldness and the success with which so important an undertaking was called into existence by Mr. Edison do credit very strikingly to his business capacity. In all probability, on ordinary narrow business lines, he would be very much of a failure, just as we can conceive that Mr. Gladstone, the

leading financier of England, would not shine as a book-keeper; but gauged by large principles of enterprise and forethought, Mr. Edison has won his right to the title of a "captain of industry" in its full meaning. He is not only the animating spirit of this establishment, but is actively interested in the Edison Lamp Company, at Harrison, N. J., with a factory turning out from 5,000 to 10,000 lamps per day, and in Bergmann & Co., in New York, where 500 men are employed in the manufacture of all the various details of the lighting system that relate to regulation, safety, control, measurement and decorative display. All these great industries are based on upwards of 500 patents owned by the Edison Electric Light Company, whose president is Mr. Edward H. Johnston, for very many years past closely connected with both the scientific and the commercial development of Mr. Edison's inventions.

As we take a farewell of the establishment, we may fittingly recall and apply the panegyric uttered by Mr. Samuel Smiles in his *Self Help*: "Inventors have set in motion some of the greatest industries of the world. To them society owes many of its chief necessities, comforts and luxuries; and by their genius and labor daily life has been rendered in all respects more easy, as well as enjoyable. * * * Mankind at large are the happier for such inventions, and are every day reaping the benefit of them in an increase of individual well-being as well as of public enjoyment."—Condensed from *Electrical World*.

THE TRUE PLACE OF THE LIBRARY.

BY MARY J. STRAYER.

A strong present tendency is to depreciate the Sunday-school library. This is partly the result of two causes,—the poor selections made from the abundance of good material, and the slipshod way in which libraries are too frequently managed. There is, however, a conviction, among leading Sunday-school workers, that the library may be made one of the most efficient helps in the growth of the interest and spirituality of the school. How suitable books to this end may be chosen, and their distribution properly managed, are questions which should be thoroughly discussed by those in the work.

In order to utilize the library with the best possible results, the teacher must make Sunday-school literature a special study, and ought to know the character and contents of every book in his own school library,—certainly of those adapted to the ages and intellects of his own pupils. No person without such special preparations is fitted to fill a position where one of his duties is to distribute books so wisely that the most excellent results may follow their use.

There is also an interesting field of study outside of books,—the inner natures and feelings of his pupils, and their habits and surroundings. The teacher may understand the intellectual ability and preferences of his pupil; yet, if he knows, as well, his home and associations, he can still better adapt to the pupil's needs the books he puts into his hands. Without intimate knowledge of both book and boy, he may do an injury.

Any collection of books can be made of intrinsic value to young people only when their reading is directed by older and wiser heads. Permitting the members of a Sunday-school class to eagerly clutch and carry off books because of attractive bindings, titles, or pictures, is foolish and harmful, and the one of the principal factors in crippling and usefulness of the library. Only the teacher who studies the characteristics, peculiarities, and attainments, of every pupil in his class as he studies the contents of the library, is able to adapt the one to the other with the best results.

No librarian should ever be expected or permitted to furnish pupils with books. Still less should they be allowed exclusively to select for themselves. Every tactful teacher knows how to allow nominal liberty, and yet practically keep the distribution of books in his own hands. If the card system is used, he must suggest, advise, and be familiar with every number that finally goes down upon the cards. Failings, decided faults, and evil propen-

sities, may be reached and corrected by books wisely chosen to that end.

The teacher who is determined to secure every benefit to be derived from the library will skilfully lead each pupil to talk about the book he has last read. His expressed impressions of it, and its noticeable effect upon him, will enable him to see from his standpoint, and will be of inestimable value to both in an educational sense.

A much urged objection to the library is that it consumes so much of the valuable time of the class. The objection would be a valid one did experience prove that, skilfully handled, the library fails of its purpose. Since the opposite is an established fact, the question is settled by the axiom that "time, as well as other commodities, must be distributed so as to accomplish the most good." The teacher must have a portion of his allotted time devoted to the library. Then he must jealously guard each division of precious moments from the encroachments of the other. His ability to utilize every moment, and his familiarity with the books, will facilitate rapidly in exchanging them.

Every Sunday-school worker should earnestly combat the pernicious impression that the library is simply a means of amusement. Only when it comes to be recognized as a practical factor in the successful working of the school, will it be given its due prominence and fulfil the highest expectations of its advocates.—*Sunday-school Times*.

THE GLORY OF THE YEAR.

Is thy life summer passing?
Think not thy joys are o'er!
Thou hast not seen what autumn
For thee may have in store.
Calmer than breezy April,
Cooler than August blaze,
The fairest (time of all) may be
September's golden days.
Press on, though summer waneth,
And faller not, nor fear,
For God can make the autumn
The glory of the year.

FRANCIS R. HAVERGAL.

SCHOLARS' NOTES.

(From *Westminster Question Book*.)

LESSON V.—JANUARY 31, 1892.
THE SUFFERING SAVIOUR.—Isaiah 53: 1-12.
COMMIT TO MEMORY vs. 3-5.

GOLDEN TEXT.

"The Lord hath laid on him the iniquity of us all."—Isaiah 53: 6.

HOME READINGS.

M. Isa. 53: 1-12.—The Suffering Saviour.
T. Luke 4: 16-32.—Rejected at Nazareth.
W. Matt. 27: 11-26.—Rejected at Jerusalem.
Th. Matt. 27: 27-50.—Crucified and Slain.
F. Matt. 27: 51-56.—Laid in the Tomb.
S. Matt. 28: 1-20.—Raised from the Dead.
S. Acts 1: 1-12.—Received into Heaven.

LESSON PLAN.

I. The Rejected Saviour. vs. 1-3.
II. The Atoning Saviour. vs. 4-9.
III. The Victorious Saviour. vs. 10-12.
TIME.—B. C. 712; Hezekiah king of Judah.
PLACE.—Jerusalem.

OPENING WORDS.

In this lesson we have a vivid picture of the sufferings of our Saviour as seen by the prophet more than seven hundred years before his advent. Remember that these sufferings were endured for us, and that Christ's death is our only hope of life eternal.

HELPS IN STUDYING.

1. *Our report*—the good news of salvation. *The arm of the Lord*—The power of Jehovah. 2. *He—Messiah, the Saviour. Shall grow up*—Revised Version, "grew up." *No form—no beauty. Conclines—personal honor or ornament. Desire him*—be attracted to him. 3. *We hid*—Revised Version, "And as one from whom men hide their face, he was despised." 4. *He hath borne our griefs*—here follow repeated expressions clearly describing the vicarious sufferings of our Saviour as borne for us. 8. *He was taken from prison and from judgment*—Revised Version, "by oppression and judgment he was taken away." *Who shall declare his generation?*—The American Old Testament Revision Company render this verse thus: "As for his generation, who among them considered that he was cut off out of the land of the living for the transgressions of my people to whom the stroke was due?" 9. *With the rich*—see Matt. 27: 57-60. 10. *He shall prolong his days*—shall rise again after death to an endless life. 11. *The travail of his soul*—the great results of his atoning sacrifice. *By his knowledge*—the knowledge of him as a Saviour. 12. *Therefore*—because of his suffering and death. *Will I divide*—cause him to have such spoils as the mighty have. *Made intercession*—not merely in the restricted sense of prayer for others, but in the wider one of meritorious, prevailing intervention. Rom. 8: 34. The Saviour ever liveth in heaven to make intercession for us.

QUESTIONS.

INTRODUCTORY.—What was the subject of the last lesson? With what danger was Hezekiah threatened? For what did he pray? How was he delivered? Title of this lesson? Golden Text? Lesson Plan? Time? Place? Memory verses?

I. THE REJECTED SAVIOUR. vs. 1-3.—What two questions does the prophet ask? Meaning of

these questions? What is foretold of the Saviour? How will men treat him? How was this fulfilled in Jesus? What great privilege did he give those who received him?

II. THE ATONING SAVIOUR. vs. 4-9.—What did the Saviour do for us? How did we esteem him? For what did he suffer? How were our iniquities laid upon him? How did he bear his sufferings? For whom was he stricken? What is said of his burial? Of what was he guiltless? Wherein consisteth Christ's humiliation?

III. THE VICTORIOUS SAVIOUR. vs. 10-12.—What did it please the Lord to do to him? What shall be the fruit of his suffering? How shall those he saves be justified? What fruits of victory shall he gain? Why shall he thus be honored?

PRACTICAL LESSONS LEARNED.

1. Christ loved us and gave himself for us.
2. He bore the penalty of our sins.
3. He ever liveth to make intercession for us.
4. Besides him there is no other Saviour.
5. We should love him who thus loved us.

REVIEW QUESTIONS.

1. What does the prophet predict concerning the Saviour? Ans. He is despised and rejected of men; a man of sorrows and acquainted with grief.
2. For whom did he suffer? Ans. He was wounded for our transgressions, he was bruised for our iniquities.
3. How did he bear his sufferings? Ans. He is brought as a lamb to the slaughter, and as a sheep before her shearers is dumb, so he openeth not his mouth.
4. What shall be the Saviour's reward? Ans. He shall see his seed, he shall prolong his days, and the pleasure of the Lord shall prosper in his hand.

LESSON VI.—FEBRUARY 7, 1892.

THE GRACIOUS CALL.—Isaiah 55: 1-13.

COMMIT TO MEMORY vs. 6-8.

GOLDEN TEXT.

"Seek ye the Lord while he may be found, call ye upon him while he is near."—Isaiah 55: 6.

HOME READINGS.

M. Isa. 55: 1-13.—The Gracious Call.
T. Prov. 8: 1-12.—Wisdom's Call.
W. Prov. 9: 1-12.—Wisdom's Feast.
Th. Luke 14: 15-21.—The Great Supper.
F. Matt. 22: 1-11.—The Wedding Feast.
S. John 6: 47-59.—The Bread of Life.
S. John 7: 32-43.—Living Waters.

LESSON PLAN.

I. A Call to Faith. vs. 1-5.
II. A Call to Repentance. vs. 6-9.
III. A Call to Blessing. vs. 10-13.
TIME.—B. C. 712; Hezekiah king of Judah.
PLACE.—Jerusalem.

OPENING WORDS.

The prophet, in our last lesson foretold the great atoning work of the suffering Saviour; in chapter 51 he unfolds the blessed results of these vicarious sufferings, and in our lesson today he calls upon all to come and partake of the satisfying blessings which have been provided for them.

HELP IN STUDYING THE LESSON.

1. *Thirsteth*—earnestly desire salvation. *Waters*—living waters of salvation. 2. *Is not bread*—does not satisfy the hunger of the soul. 3. *Incline your ear*—listen and obey. *Your soul shall live*—live a true life for ever. *The sure mercies of David*—the mercies promised to David in the Messiah. See 2 Sam. 7: 8-16. 4. *For a witness*—to testify salvation to the Gentiles. 5. *Thou—tho the Messiah. Shall call*—in God's kingdom. *Knowest not*—hast not bestowed marks of favor. *Nations that knew not thee*—the Gentiles. *Hath glorified thee*—by making thee the only Saviour. 7. *Abundantly pardon*—literally, "multiply to pardon." 10. *Returneth not thither*—till their work of fertilizing the earth is accomplished. 11. *My word*—everything that God has spoken. *That which I please*—the purpose for which God has sent it. 13. *For a name*—for a perpetual memorial to his glory.

QUESTIONS.

INTRODUCTORY.—What was the subject of the last lesson? Why did Christ suffer and die? Title of this lesson? Golden Text? Lesson Plan? Time? Place? Memory verses?

I. A CALL TO FAITH. vs. 1-5.—Who is the speaker in this lesson? To whom does he call? What is his invitation. On what terms are all these blessings offered? How is the call enforced? What is promised to those who heed the call? What is faith in Jesus Christ? For what is Christ given of God? What is said of his work among the nations?

II. A CALL TO REPENTANCE. vs. 6-9.—When must men seek the Lord? When must they call upon him? What call is next given? What ought every sinner to do? What is repentance unto life? What promise is given to every repenting sinner? What does the Lord say of his thoughts and ways? How do they differ from the thoughts and ways of men?

III. A CALL TO BLESSING. vs. 10-13.—How is God's word like the rain and snow? What shall it accomplish? How is the Word made effectual to salvation? What blessings are promised to the believing, repenting sinner? Under what images is the greatness of these blessings expressed?

PRACTICAL LESSONS LEARNED.

1. God offers salvation to all, "without money and without price."
2. We must repent and return to God if we would have pardon and eternal life.
3. We must show the reality of our repentance by forsaking our sinful ways.
4. God's word shall bear fruit in the salvation of men.

REVIEW QUESTIONS.

1. What is the gracious call of this lesson? Ans. Come to Christ and receive his salvation.
2. What are the wicked exhorted to do? Ans. Let the wicked forsake his way, and the unrighteous man his thoughts; and let him return unto the Lord.
3. What is promised to those who obey the call? Ans. The Lord will have mercy and will abundantly pardon.
4. What does the Lord declare concerning his word? Ans. It shall not return unto me void; it shall prosper in the thing whereto I sent it.