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TERRIBLE
ME!
rt Hope Lady Undergoes a
y experience, from which
is at last freed by the
e of Milburn's Heart
and Nerve Pills.
J. ARMSTRONG, one of Port Hope's
own citizens, speaks as follows:—
he has had a terrible time with h...
the last fifteen months.
he pains were intense, and she had a
ing feeling together with shortness
y, weakness and general debility.
seemed to do her no good, and
about given up trying when she
to take Milburn's Heart and Nerve
They have toned her up wonder...
is stronger to-day than she has
months, thanks to Milburn's Heart
erve Pills. I am sure there can be
er remedy from their remarkable
in Mrs. Armstrong's case."
Liver Pills cure Constipation,
Headache and Dyspepsia.
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Cincinnati Bell Foundry Co., Cincinnati, O.
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RELIGIOUS INTELLIGENCER.

The Sabbath-School.
INTERNATIONAL LESSON.
Third Quarter, Lesson 13, Sept. 24, '99.
REVIEW.

Golden Text.—The angel of the LORD encampeth round about them that fear him, and delivereth them.—Ps. 34: 7.

HISTORICAL REVIEW.

Extent of Time.—Leaving out Lesson I, which is a prophecy of an earlier period concerning the kingdom of Israel, the period extends over about ninety years, from the beginning of the exile, B. C. 605, to the completion of the temple, B. C. 516, and dedication in March, 515.

Places.—Babylon, the river Chebar, near Babylon, Jerusalem.

Prophets.—Hosea, Jeremiah, Daniel, Ezekiel, Haggai, Zechariah, Isaiah 40-66, belong in effect to the exile, whatever view we may take of the date of their authorship.

Connection with Secular History.—Their contact with other nations made a marked impression upon the Jews. The Oriental monarchs, Nebuchadnezzar, Cyrus, and Darius Hystaspes, are well known in secular history.

THE PAST.

From small beginnings the kingdom of Judah had been growing to a kingdom of power in the moral world.

But instead of keeping in the steady flowing stream of God's will for them, they kept turning toward the rapids of disobedience and idolatry.

Note how much God did to save them from the threatened ruin. He warned and entreated and encouraged them by his prophets. He sent punishments for sin. He gave prosperity that his goodness might lead them to repentance. The wreck of Israel was a solemn warning.

But in spite of all, they went on to their own destruction, as a boat in the rapids hastens over the falls of Niagara.

THE EXILE DISCIPLINE.

For seventy years the kingdom was a wreck, floating on the stream of time, with only sandy wastes of hopelessness on every side.

But all this time God was disciplining and training them for better things. The prophets were their teachers. The people learned to hate idols, to appreciate their religious privileges, to long for the presence of God. The warnings were everywhere. Hopes were held out before them. They saw the need and blessing of new hearts and new lives.

THE FRESH START.

At the end of seventy years, when they had learned in some measure the exile lessons, God's providence made a return possible through a change in the nations.

About fifty thousand exiles returned to Judea. They slowly built up the city. They instituted religious services. They began to build the temple. The beginnings were very feeble and small. Amid poverty and opposition they went on till the temple was again built. Prophets came to them and opened visions of hope. They saw down the ages the glory that was to come. They saw the sun rising above the horizon, which should flood the world with glory. They saw the great tree which was to grow from the tiny mustard seed they were planting.

This quarter's lessons illustrate by historical examples many important truths which are as useful for our day and generation as for those ancient times.

Helen Keller's Latest Triumph.

One of the most notable and remarkable young women in this country is Miss Helen Keller. Her physical afflictions have elicited the sympathy of thousands of people. O her young women are blind and deaf and dumb, and receive the sympathy of many people, but what has made Helen Keller unique among women who are thus afflicted is the fact that she has been enabled in a large measure to triumph over her afflictions. Her case has received attention in the public prints for a number of years, and each new victory that she has won has been heralded far and wide.

A few months ago she added another triumph to the large number that she has achieved. Having completed her preparations for college in three years instead of four, which it was thought necessary for her to take, she presented herself last June for the regular entrance examination for Radcliffe College at Cambridge. The branches in which she was to be examined on this occasion were geometry, algebra, elementary Greek, advanced Greek, and advanced Latin.

The requirement for admission at this institution are of such a character as to make even the bright

est young woman, with the best preparation, nervous as to the outcome of her examinations; but it is safe to say that no person ever presented herself for a college examination with so many things against her as did Helen Keller.

She could not see the examination papers, nor hear the voice of the examiner. The natural method of communicating the questions to her would have been to make use of the fingers of her devoted teacher and interpreter, Miss Sullivan, but as Miss Sullivan is not acquainted with Greek or Latin or higher mathematics, she was unable to be of service at this time. It was necessary, therefore, to bring in an interpreter from the outside, and a gentleman from the Perkins Institution for the Blind, who had heard of Helen Keller, but had never met her, and was unable to communicate with her in any way, wrote out the examination questions in the Braille characters, which is a system of writing in punctured points now generally used by the blind. These questions written out by him were given to Helen Keller in the examination room, where she was constantly in the presence of an officer of the college. She read the questions in her own way, and then wrote out her answers on the type-writer.

It would seem as if the physical obstacles which she was compelled to surmount ought to have been sufficient to dissuade her from her purpose, but she was compelled to surmount an additional difficulty. The system of Braille writing in which the examination papers were transcribed was the American, whereas Helen Keller has been accustomed to the English system. It became necessary for her then to wrestle with the unfamiliar method of writing, as well as with the examination questions. Besides all this, her Swiss watch, which was made for the blind, had been forgotten at home, and there was no one at hand on either of the days of examination to tell her the time, so she was compelled to work on in the dark.

But in spite of all the embarrassments she passed the examination in triumph in every study. In Latin she passed with credit; in Greek she received a very high mark; and in the other studies her record was also creditable. She is now ready for matriculation as a student at Radcliffe, having performed one of the most remarkable achievements, as well as one of the most unique, in human annals. The college authorities treated her with no greater consideration than they did any other young woman who came up for examination; no particle of severity was abated for her because she was deaf, dumb, and blind, and no precautions were omitted because she is known to be incapable of deceit. With the touch of a friendly hand she sat alone in the total darkness, and as she passed her fingers over the slips, prickled with unfamiliar characters, which were put before her, she would turn to her typewriter and write out her answers to the difficult questions.

The case of Helen Keller ought to be an inspiration to every young man and young woman in this country. If she, under the awful burden of physical debility, deprived of hearing, of speech, of sight, can master the difficult problems of an entrance examination, and gain the mastery over these things to such an extent as to secure admission to an educational institution with high credit, what ought not the young man or young woman to be able to do who is not thus impeded and afflicted?—N. Y. Advocate.

An Emperor as a School Visitor.

If Francis Joseph resembles Oscar the Second in his fondness for young people he is none the less like him in his practice of visiting their classrooms and supervising their intellectual progress. He has also the Swedish monarch's trick of never allowing his intended visit to be announced beforehand. His favorite is the military academy at Wiener-Neustadt, where he attends the examinations, often taking the professor's chair, and himself conducting the exercises. One day he chanced unexpectedly in Professor Ebersberg's when the latter was giving a history lesson. Making a sign to the professor to continue, he seated himself on a front bench among the students, and placing his gayly plumed headgear beside him, was soon absorbed in the lecture. Noting the visitor's attention a student directly behind him made bold to lean over and pluck a feather from the tuft, intending to cherish it as a souvenir of his emperor. But his comrade, having observed the theft, were seized with the same ambition, and from all parts of the room came a shower of notes begging the hero to get more feathers. Several more had already been removed and passed along to the claimants, and the pompous tuft was commencing to assume a most ragged appearance, when, in his attempt to fill the last order, the

lad rolled the hat off the bench. The emperor turned around and caught the culprit with the tell tale feather in his hand.

What do you plan to do with that? he inquired of the lad, who, white and trembling with fear, saw nothing before him now but expulsion from school, to say the very least.

I wished merely to keep it as a souvenir of your majesty.

And one alone was sufficient? No, your majesty: each of my classmates had asked me for one.

Oh, if that's the case, rejoined the emperor, good naturedly, there is nothing left for me to do but give you the tuft, and so saying he removed it from his hat and passed it over to the astonished boy. Then, turning to the professor, he said, Captain Ebersberg, I must now ask you to kindly lend me your cap—a wise precaution, for the Emperor of Austria, minus the plume in his hat, would have been but a masquerader and liable to arrest like any common soldier.

Learning the Order of the Books of the Bible.

That there is a lamentable ignorance of the names, order, and contents of the books of the Bible, even among adults, no one fails to perceive who has anything to do with Bible work. Perhaps this present adult generation cannot be much helped, but the members of pre-ent Sunday-school classes, the children in the homes, and the pupils of those secular schools in which the Bible is taught, can be given this essential knowledge by a simple device, inexpensive, and easily made in any home or school. The method has been tried with much success by Mrs. D. B. Wells of Westminster Seminary, Fort Wayne, Indiana, and can be used in the form of a game, if preferred. Cut from card board, of a good degree of stiffness, sixty-six pieces, each six by two and a half inches. Print or write on these the division of the Bible, the title of the book, the style, the number of chapters, the date when written (if known), and the writer. They will look like these:

O. T.	N. T.
Pentateuch.	Romans.
Poetical.	Epistle.
31 Chaps.	—
about	16 Chaps.
1000 B. C.	60 A. D.
Chiefly	—
Solomon.	Paul.

Put these sixty-six pieces of cardboard into the hands of the learner in a disorderly arrangement. Have the child try to place them on the table or floor in their proper order. Repeat the exercise until both skill and accuracy are secured. If a number engage in the exercise, time the different workers, and so stimulate rapidity of action. Or, at the first mistake, pass two cards to another worker to continue until he makes a mistake. A small gift might be offered to the one obtaining the most rapid and accurate work. Many ways to vary the exercise will occur to the intelligent mother or teacher. It is a good Sunday afternoon game for the children of a family. In learning to place the cards in the right order, the children will acquire the other facts stated on them without conscious effort. Experience has shown that children become very much interested in this method as a game, and soon acquire a readiness in the use of their Bibles which puts to shame the humbling ignorance of their elders.—S. S. Times.

Be a Good Man, Papa.

Mary's father was going on a journey that would keep him away from home for a week at least. The children hated to have him go, for they would miss him sadly. He was all ready to start, and the horse and wagon were at the door; Mary, always eager for the last word and the last kiss, followed him and gave him a loving hug before he drove off. Mind, now, and be a good girl, Mary, said he. Yes papa, I will; and you must be a good man, papa, answered Mary as he drove off. When he looked back as he came to a turn in the road, he saw Mary still standing by the gate, waving her good-bye.

Her last words, Be a good man, papa, went with him. Did he not need the counsel as well as she? He felt that he was only a child of larger growth; men and women have their temptations to do wrong as well as boys and girls. For the sake of his little girl and his family he would be a good man in every sense of the word; he would be honest in business, strictly conscientious, and keep his heart pure, and his lips sweet and clean for their kisses. If every man would

do the same, what a happy world ours might be!—Temperance Banner.

My Papa Dets Drunk.

My friend was walking up State street, late one afternoon, when he encountered a short sermon on temperance. The air was keen and cold, with symptoms of snow. He had pulled his cap down over his ears as far as possible, and buttoned up his overcoat close to keep out the stinging lake wind, and was hurrying along at a pace that might rival Weston's, when he nearly ran over a child not more than four years old, who had fallen on the sidewalk near him.

Heigho, sis! he exclaimed, lifting her safely to her feet again.

The little ragamuffin put up a grievous lip, and was going to cry, but stopped when he spoke to her.

Whew! barefooted, and such a day as this!—with a low whistle—why don't you run home, sis, and put on your shoes and stockings before you freeze your toes?

Don't dot any shoes and stotin's! Don't got any, eh? How does that happen? Don't your father buy you any shoes and stockings?

Oh, no, she answered, with a tone that meant of course not, and a manner indicating that she considered the reason quite sufficient; no, my papa dets drunk.—[Young People's Paper.]

Story of a Parrot.

Bayard Taylor relates the following about a parrot once owned by a lady in Chicago: When the great fire was raging an owner saw that she could rescue nothing except what she instantly took in her hands. There were two objects equally dear, the parrot and the old family Bible, and she could take but one. After a moment of hesitation she seized the Bible, and was hastening away, when the parrot cried out in a loud and solemn voice, Good Lord, deliver us! No human being could have been deaf to such an appeal, the precious Bible was sacrificed and the bird saved. He was otherwise a clever bird. In the home to which he was taken there were among other visitors a gentleman rather noted for volubility. When the parrot first heard him it listened in silence for some time, then, to the amazement of all present, it said very emphatically, You talk too much! The gentleman, at first embarrassed, presently resumed his interrupted discourse. Thereupon the parrot laid his head upon one side, gave an indescribably comical and contemptuous H'm—m! and added, There he goes again!

Capital Hints to Teachers.

Use illustrations that the smallest and dullest can understand.

Instead of saying, There were five loaves and two fishes, make five circles and two straight marks on your board or pad and have the children count them.

Have the restless ones find Scripture references and read them in concert.

Instead of asserting, That was not right, say, All who think that was not right raise your hands.

Give each pupil a pad and pencil and ask for written answers to questions.

Never tell the class anything which one of them can tell you. Be quick with your questions.

Have a short, sharp review. Tell all who can answer to raise their hands. Help the dull, stupid or uninterested.

Use a map—Illustrator.

Some people's virtues are like the boy's fish—when the head of vanity and the tail of selfishness are cut off, there is nothing left to eat.

It is a merciful provision of providence that in hours of darkest sorrows we are not conscious of what we suffer.

Calling a man hard names, is often only another way of saying that he dares to differ from you in opinion.

If you notice your child grinding the teeth during sleep, picking the nose, eating ravenously but not seeming to gain flesh, you may be sure worms are present and should not delay giving Dr. Low's Pleasant Worm Syrup, Price 25c.

Stiff Joints 4 Years.

Mr. Arthur Byrne, Rock Hill, Ont., writes: "I was laid up with stiff joints for about four years and could get no relief until I used the bottles of Haggard's Yellow O which cured me."

A SMALL PILL, BUT POWERFUL.—They that judge of the powers of a pill by its size, would consider Paroel's Vegetable Pills to be lacking. It is a little wonder among pills. What it lacks in size it makes up in potency. The remedies which it carries are put up in these small doses, because they are so powerful that only small doses are required. The full strength of the extracts is secured in this form and do their work thoroughly.

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The Best for Lung Diseases.

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DIARRHOEA,

DYSENTERY,

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