Our Moung Loiks.

A Word to Boys.

Parents should, by repeated admonitions and friendly advice, strive to instil into the midst of their boys the idea, that no matter what their antecodents have been, matter what their antecedents have been, no matter what their present condition is, their future is to a great extent within their own control. That in a young and flourishing country like Canada, where there is freedom for all, with ample scope for everybody's talents and ambitions, and where true merit is the talisman of success, there is a bright prospect before overy youth, who starts out in life guided and governed by sound principles and honest intentions.
The facilities for securing the untold advantages of education are nowhere else so good or abundant ; there is, therefore, no excuse for that Ontario boy who grows man's estate in this country and yet must plead ignorance. Better Common Schools are not to be found in the world, and they are open to every one without distinction of class, creed or color. The especial importance of possessing at least a groundwork on which to rear the structure of life work on which to rear the structure of file and success, is not to be over-estimated, and no better foundation exists than that furnished by the solid rock which can be hown out of the rich quarry of an English education. The base may be rugged and less shining than the builder would like, less siming than the billion would like, but it is there, come what will, and, as time passes, may be polished to corre-spond with the more showy edifice as it rises symmetrical with the advantages the rises symmetrical with the advantages the occupant may possess in after life to adorn and beautify it. We dwell upon the necessity which every youth is under to store his mind with all the sound and honest knowledge that he can grasp. No better indication, perhaps, exists of the future a boy intends to carve out for himself than is afforded by his efforts to secure overy particle of education he can. That lad who thirsts after information, and has lad who thirsts after information, and has parental or friendly advice to guide him parental or friendly advice to guide him into the true paths, may be esteemed as being already on the high road to success, if not to fame, for in no respect is that prognosticating proverb, that "the boy is father to the man," more true, than in this. Every boy has or should have an innate ambition to become something between the inc. but he may reat content. ter than he is, but he may rest content that his efforts will be hampered, if they that his chorts will be nampered, it they do not result in actual defeat and disappointment, if he had not at least the rudiments of education. Many noble mon whose younger days were contemporary with those when there was no schools, and who, consequently, never had adequate instruction, have struggled against apparent struction, have struggled against apparently overwhelming odds, and by indomitable perseverence have risen above their fellows, who had had better opportunities than they; do not they afford splendid examples for the growing generation? Self-made and self-taught as they are, Self-made and self-taught as they are, they grieve over nothing so much as the lack of advantages in their youth. We have them by scores in Canada, and illustrious they are when regarded in the light of their intrinsic qualities. youth of to-day can make no excuse when they reach manhood; it may be that cir-cumstances were adverse to their attending school, but they must know that not ing school, but they must know that not only are they protected by law, but are by law required to go to school so many days in the year. There is no lad but can go to school, if he from his heart wishes it; if others strive to prevent him he has a friend in the law if not in flesh and blood. Canada needs thousands of intelligent Canada needs thousands of intelligent farmers, tradesmen, mechanics, sailors, soldiers and even laborers, as much as learned lawyers, doctors, clergymen and statesmen, and to every Canadian boy she holds the door of entrance wide Where there is no mental training, mere manual skill goes for little, but where both are combined, then prospects for pro-motion are good, and once started what is to stop a men from ascending to the top of the ladder? These sentences are written with a desire to stimulate the lads who may read them to lose no time in selecting some honorable business, trade or profession, and then set themselves resolutely to work to achieve success in it. The youth who has no idea of what his future is to be is indeed a pitiable object, though his parents' or some one else's wealth at present seem to ensure him from future present seem to ensure him from litture need or want. Let every boy lay aside such or any other hopes, which are often of the most delusive character, and re-solve to rely on his own merits for his success in life, recollecting that it will be all the more creditable, and not forgetting that he must lay his foundation now.

Cultivate Habits of Observation in Children.

The boy who leaves school with a fixed habit of observation, is really just beginning his education. He is passing from the tuition of imperfect teachers to that of instructors whose stores of knowledge are boundless, and whose methods are always best. There is really no more carious study than that of mon's habits in this particular. To ordinary observant people it seems simply a marvel that some men and women can see so much and learn so little. We ourselves have known, for innttle. We curselves have known, for instance, a person of fine ability, occupying editorial positions, who could never learn how to indicate a desired alteration on a proof-sheet, and that, too, when they were called upon to indicate their wishes every the country of allers and which similar allers. day on proof slips, and which similar alterations were marked already. The tendency of this habit of observation together with its consequent habits of comparison and reflection, nature implants in every human mind, and it is this that gives birth to the perplexing questionings of all children. When it is allowed to develop itself, it becomes the best and surest of all educators; but for the most past it is rudely suppressed in early childhood by reason of the indoin early childhood by reason of the indo-lence of parents, and so we find it, existing very feebly, if at all, in half the people we meet. Your child wants to know the facts about everything he sees, and the reason for them. He naturally saks his father or his mother, who to them are the repositories of all wisdom. It is not always easy to Auswer him; and as the average parent

cares a good deal more for his or her own comfort than for the future character of the child's mind, the matter is commonly disposed of by an injunction against questioning, which is as great an outrage upon the child as anything can be. He has a right to ask questions. The God who put it in his mind to question you, made it your duty to answer him to the very best of your ability. And your ability to answer depends largely upon your industry in trying to learn how. If you do not know the thing when he asks, and cannot find it out, or if it be something which you cannot make him understand, you have only to tell him so, leaving him free to ask about the next thing that interests or puzzles him. If you reply to him with a mocking saw, or forbidding his further questioning, you injure him for life, quite as really and quite as seriously as if you done him physical hurt.—Home and Hearth.

Talking v. Teaching.

The first duty of the young person who would become a teacher, of course, is to know what she is called to teach. The second, is to acquire a self-control and control of other minds that will concentrate on the effort to stimulate the faculties of a child to the acquirement of power and knowledge by its own efforts. As this process goes on the good teacher will some-times speak, but oftener hold her tongue, or speak with well-considered ords that auggest the light and awaken power. The best teachers realise the deep truth of the Scripture, "For every idle word shall men give account in the judgment." Every moment of idle talk inflicted in a schoolmoment of fall talk inhibited in 8 school-room, overy useless repetition of an idea, over-explanations, brilliant distraction—in short, everything that hinders or confuses the mental and spiritual growth of the pupil, defeats the primary object of the school.

We sympathised with the boy who came to the superintendent of schools with an application for a transfer, saying: "My teacher talks so much that I can't study my lesson." Of course we do not expect a perfect method at once; but it we would save our new methods from disastrous failure, we must train our young teachers more and more, to that temperate and well-considered use of the tongue that wenter hardered the of the tength that keeps the child in the best condition to use his own powers, and learn the great mystery of life—to "grow in wisdom and stature, and in favour with God and man." -New England Journal of Education.

How to Use the Bible.

Rev. Dr. John Hall, in his address at the late Philadelphia Christian Conventhe late Philadelphia Christian Convention, as reported for the Illustrated Bible Studies, by Rev. R. B. Howard, remarked that: The first thing to do was to know the Bible yourself. To this end use any help you can avail yourself of. We know of nothing now better than the intelligence that is published monthly from our missionaries. It is a running commentary of great value. You cannot go before your class and depend on your general knowledge. There must be special proparation every time. The Old Testapreparation every time. The Old Testament ought to be studied by the people. Some of it is as unexplored by them, and would prove as interesting as the unknown regions in Africa which Livingstone and other have visited. Ministers should expound continuous portions of Calls used and not confinuous portions of God's word, and not confine themselves to attempts at fresh and brilliant essays upon some single text, the thought of which is attenuated and elaborated. Not an Addison or a Macaulay could interest an audi-ence in the ablest religious essays year after year. The Word is always fresh and inspiring. There is positively no divine promise that my philosophy, my voice, manner, style, or my religious experience will convert a man. The law of the Lord converts the soul. The Holy Ghost will forever poor fresh light upon the truth. Ministers may be certain of this: the Book will live when we are dead. It is immor-We ought to link ourselves so closely with its everlasting texts and chapters by our prayerful expositions and explanations, that when we are gone our memory will continue green by being forever assosinted with God's undving truth the song of Moses and the Lamb, the Scriptures are venerable from antiquity, scriptures are venerable from antiquity, and yet ever greeting our souls with sweet and novel surprises. The Word clothes and makes beautiful the preacher or teacher who is imbued with its substance.

A SUNDAY school parliament will be held from Wednesday, July 19 to 26, 1876, at the Thousand Isles Camp Ground, which is on Wille' Island, in the St. Lawrence River, near Lake Ontario, one of the most beautiful and healthful of summer resorts. It is intended to combine recreation and instruction in this Sunday school camp-meeting of the Chautauqua type. The exercises will be arranged and conducted with a view to the most practical results in bringing out helpful hints in regard to Sunday school management, teaching, and Bible study. Many of the meet prominent Christian Many of the most prominent Christian workers of Canada and the United States will aid in the exercises. E. O. Haven, D.D., chancellor of Syraouse University, is president of the comp-meeting associa-tion, and the Rev. J. F. Dagan, of Watertown, its secretary. The names of the conductors and speakers of the meeting will be given in due time.—S. School

THE Normal Class specifies four classes of teachers. "(1.) Those who leave upon the minds of their pupils a general impression, but no definite knowledge of which sion, but no definite knowledge of which the pupil can make use. (2) Those who succeed in communicating knowledge, but do not provide for its retention by the pupil. (3.) Those who communicate knowledge, and fix it in the memories of their pupils; but the knowledge is like seed carefully deposited in a paper or box. (4.) Those who so, impart knowledge that it develops self-activity and power in the pupil, as seed wisely deposited in the soit, which grows and bears fruit."

any teacher who is not willing or will not endeavour to be all these should give up his place at once.

We believe that there is a growing sontiment on our coast, as well as elsewhere, in favour of entire consecration to this work, and there is no branch of Christian work that requires such a spunsoration more than Sunday-school teaching, and more than promises better fruitage.

God grant we may all be Teachers in the fullest, noblest sense.

Three Kinds of S. S. Teachers.

If we were to write or get up a new distonary, we think we should treat the words "Sunday solvool Teacher" under three different beads or classifications. There may be more than three hinds of Sunday-school teachers, but they can be described in three general classes somewhat as follows:

DEFINITION NUMBER ONF.

A person who takes a class of children, with the ostensible purpose of teaching them the Bible, because he feels it to be his duty to do so.

Has no love for his work or for his class. Nover thinks of his class except on Sunday.

Never prays over his work or for his scholars. Does not think it necessary to study the

lasson. Asks only the printed questions in the

Never knows whother his class love the

Saviour or not, and by his action leads to the supposition that he does not care

Never knows why a scholar is absent— would be surprised to learn that one had been sick three weeks and had died. Never recognizes a scholar on the street.

Does not attend teachers'-meetings, and wishes the superintendent would not say so much about teachers doing so-sees no necessity for them.

Goes out of town, or if he does not feel like going to Sun'lay-school, stays away, eaving the superintendent in ignorance of his purpose.

Takes no interest in any plans inaugu

rated for the prosperity of the school, and never tries to inspire any in his scholars. Never lets the superintendent know. by word or act, that he cares in the least for the welfare of the school.

Teaches in a matter-of-course kind of

way, with no definite object, except to ask all the questions.

Is glad when the session is through, that he may be released from an irksome duty.

DEFINITION NUMBER TWO.

A person who has some interest in his work and occasionally becomes quite enthusiastic over it.

Glad to see all his class present, but does not care to visit any of them when absent.

Studies the lesson an hour on Sunday morning, but not often any during the week.

Treats the historical and generallical in the lesson pretty thoroughly, but often leaves the great heart-truths untouched.

Does not attend teachers'-meetings-

thinks they are a good thing, but is more comfortable at home.

Intends usually to be present, but once in a while stays away without notifying

in a white stays away without horizing the superintendent.

Not always ready with his class for the "Order Bell"—a tew seconds behind time will cause no inconveniones.

Likes to see the school prospering, but is willing the superintendent shall make and carry out his own plans.

Hopes his class will all be Christians

some time, but seldom invites them to be come such.

DEFINITION NUMBER THREE. One who undertakes his work because he loves it. Enters upon it with Enthusiasm, Prayerfulness, Preparation,

Love to Christ, Love to the Scholars.

Bears his class on his heart day and Prays much over his work.

Prays daily for every scholar in his class. Prays for an understanding of the lesson. and for wisdom and grace to impart its truths to his scholars.

Studies the lesson many hours each week

-some every day.

Endeavours to find out the great central truth of the lesson, and bends all his energies to making it plain and impressing it upon his scholars.

Labors for and expects the speedy con-

version of every scholar in his class to Christ, and counts no work that he can do, or sacrifice that he can make too great toward the accomplishment of that pur-

Always at teachers'-meeting, for he loves it, and expects to receive and impart

Never absent from his class except from urgent causes; and would as soon think of going away and leaving his family or friends in ignorance of his whereabouts as of remaining away from Sunday-school without informing the superintendent of his intention.

If a scholar is absent, goes to see why before another Sunday. (They are not often away unless too sick to be present.) Always has a cheerful greeting for a scholar—in school or out of it.

Has himself, and endeavors to inspire in his scholars, an activo interest in all the plans and work of the school.

Heartily carries out, so far as he is individually able to do so, all suggestions of the superintendent, and tries to make him feel that he is with him in his work, and will do all in his power to help him carry

The first class includes a few; the sec-The first class includes a lew; the socond a good many, and the third a few. Two fews and one many make the whole. We hope soon to see the time whon all Sunday-school teachers shall be Bible teachers. That would be the best short definition that could be given of "Sunday-school "Reacher" school Teacher."

It is a great, noble thing to be a teacher of God's Holy Word. Does every teacher realize that?

It is not a work that can be taken up i a heartless, careless way; but one who undertakes it must put his whole soul into it; must be willing to give his very best endeavours to it; must be enthusiastic, prayerful, loving, and prepared for it, and any teacher who is not willing or will not

Moderator of Synod of Prosbyterian Church in England.

We have much pleasure in announcing, says the Weckly Review, that the Rev. J. Oswald Dykes, M.A., D.D., minister of Regent Square Church, London, will be the Moderator of the Synod which meets in Liverpool in may next. The nomination of the Dykes are all the standards will be tion of Dr. Dykes as Moderator will be hailed with pleasure by the whole Church, more especially in the circumstances in which this Synod meets. No more worthy Moderator could be appointed, no one more deserving of the honor, and no one more capable of conducting and presiding over the business, than the able and elo quent minister of Regent Square Church. In regard to the consummation of the union between the United Presbyterian Church in England and the English Presbyterian Church, the appointment of Dr. Dykes as Moderator is peculiarly appropriate, as in the lengthened negotiations which have been going on for some years

he has taken a prominent part.
Dr. Dykes was born in Port Glasgow,
Renfrewshire, and was educated at the Dumfries Academy, and from thence he entered the Edinburgh University, where he graduated in 1853. He passed through his theological curriculum at the New College, Edinburgh, and in Germany. He was ordained at East Kilbride, Lanarkshire, in 1859, and from theree he was called to Free St. George's congregation, Edinburgh, in 1861, but which he resigned on account of failing health in 1864. When colleague of Dr. Candlish in Free St. George's, he preached to the most intellec-tual congregation in the Free Church of Scotland. In Melbourne, where he had gone for health, he laboured as assistant to Dr. Cairns with signal success. In July, 1869, Dr. Dykes having returned to this country, he received a call from Regent Square congregation, which he accepted, and was inducted to the charge in October of the same year, where he has since con-tinued to minister to one of the largest and most influential congregations in the English Presbyterian Church.

To-Morrow.

To-morrow may never come to us. We do not live in to morrow. We cannot find it in any title deeds. The man who owns whole blocks of real estate and great ships on the sea does not own a single minute of to-morrow. It is a mysterious possibility not yet born. It lies under the seal of mid-night, behind the veit of glittering constellations.

Enjoy the present, whatever it may be and be not solicitous for the future; for if you take your foot from the present stand-ing, and thrust it forward to to morrow's event, you are in a restless condition.
It is also refusing to quench your present
thirst by fearing you will want to drink the
next day. If to-morrow you should want, your sorrow would come time enough, though you do not hasten it. Let your trouble tarry till its own day comes. Enjoy blessings this day, if God send thom, and the cyils of it bear patiently and sweetly, for this day is curs. We are dead to yesterday, and not yet born to tomorrow.

The True Place of Language.

Language is the implement of thought, and it would seem that no study of this implement can give the best training for studying the thought itself, or the reality that lies back of the thought. It is probable that the highest effort of the mind those efforts in which new truths have flashed out, then vanished, then returned again, until the investigator has finally made them his own, have been made without the aid of language. Language is a medium between man and man, not nacessarily between man and nature. Thoughts which come to us through language must come to us at second hand. Language, being the medium of thought,

cannot precede thought.

Not that the study of language, when pursued in relation to the thought, is of little value; but the folly is in the prolonged study of a language which, with rare exceptions, can never be a highway of knowledge nor medium of thought. What is the value of words? Words mean the same to those persons only who have had same to those persons only who have had the same experiences. Words do not con-vey ideas; they suggest them. When a word is spoken, the hearer is at first con-scious of sound. If he has been accustom-ed to associate the spoken word with some idea, the mind instantly represents the idea. If the experience of both speaker idea. If the experience of both speaker and hearer has been the same, the word has the same meaning to each. In the mind of the speaker the idea suggests the word, in the mind of the hearer, the word suggests the idea. No word ever explains any sensation, pleasant or painful, to one who has never felt the sensation. By aid of the imagination we may, to an extent, of the imagination we may, to an extent, directly appeal to experience; but the imagination can do nothing more than re-combine materials that have been furnish ed by experience, so that directly or indirectly words derive their meaning from experience; and words have a common meaning because they suggest ideas of a common experience.—From "Mental Discipline in Education," in Popular Science Monthly for October.

A PASTORAL was read in the Roman Catholic churches in Dublin, recently, by order of the Cardinal Archbishop, from Cardinal Patrizi, Vicar-General of the P-pe, consecrating the entire human family to the sacred heart of Jesus. The pasteral contends that this is the only remedy for the many evils which afflict the Church.

A LARGE convent in councilion with the English church of St. Clement's Boscombe, Bournemouth, was formally opened on a late Sunday, after a high celebration in the parish church. The officiating clergyman was the Hon. and Rev. E. F. Russell, of St. Alban's, London, who wearing a cope studded with jewels, headed a long procession through the several rooms of the

Lost A Fashionable Woman's Baby.

A New York correspondent of a Western paper, tells talk story, "One year ago to a tashionable mother was born a baby by. Sho tot a wet mires who remained with her six months, and thon, as the child liked the bottle best, was dishinged. When the baby was bern, the grandesother was there from her distant western home, and shortly after returned, to come no more till this summer. In the mean time the young mother has soon her child some-times once a day, sometimes once a week, as the case might be. The first thing on grandina's arrival was a loud call for Tommy, and Tommy was forthe ming He was kissed and hugged and praised and petted, and grandma just lugged him about, and finally, old lady like, she stripped him to see how much he had grown. Then came a shrick. Where was Tommy's extra toe? Tommy was barn with six toes: grandma knew it. The family doctor was sent for, and when an ramination of Tommy was mad the M.D. unhesitatingly pronounced is not the 'Simon pure' Tommy by any means. There had been a malformation of the original Totals feet that time would not have remedied. Then all sorts of speculations were in order. But one servant had anything to do with the baby, and she had been six menths away, no one knows in what direction. Thomas sits up in a dubious position. If he ain't Tommy, who is he?"

The South Sea Paradise

For more beauty of scenery the Navigator Islands are probably equal, if not superior to any in the Pacific The scenery of the Sandwich Islands, atthough grand, is somewhat cheerless; the Friendly Islands are superlatively fertile, but too tame and low-lying to be thoroughly picturesque; the Feejers are in many shapes starile and forbidding; while places sterile and forbidding; while Ceylon, perhaps the most fertile island in the world, is so only in the interior. Alone of all the ocean groups the Navigators do not disappoint. Seen from the dock of a vessel a few miles off the land, there are not many tropical islands that present a more beautiful or picturesque appearance than Upolu. Though not so high as Savaii by 1,000 feet, it nevertheless shows a bold and majestic front. Perhaps, indeed, the weather beaten rocks that form the mountain summit are if anything too stern and gloomy for a tropical landscape. They are, however, not often visible, but are generally shrouded by fleecy masses of vapour, or wrapped in mist and storm-clouds. Immediately below this stony region vegetation commences. At first the trees are small and stunted, and the the trees are small and studied, and the undergrowth thin. But with every foot of descent the vegetation changes rapidly in character, until within an incredibly short space of time the forest becomes there is the constant. thoroughly and completely tropical. of a hundred different species now struggling with each other for sunlight and air. The soil is a rich loam, composed of de-caying vegetable forms. Over head the trees meet, forming a leafy canopy through which the vertical rays of the sun strive in vain to pierce. Beneath this the traveller walks in dim, uncertain twilight. Around walks in dim, theorem twingst. Around him all is hot, moist, and decaying. The air is sickly and oppressive, the grass rank and matted, while from trunk and bough hang long snake-like creepers and supple vines that trail along the ground, and at every stop trip up the unwary. On the trunks and branches of the trees are clusters of rare ferns and orchid that would be the glory of an American hothouse. They grow luxuriantly on the moss-covered bark and dead wood, and reck little snulight or fresh breezes. Among these forest trees are many on which the natives depend for life. is the ivy (whose bitter nuts are eaten in time of scarcity), the orange, the lnin, and the bread fruit. Then there is the stately cotton tree, the sombre dilp, and the cocoanut palm, with its leafy crown, at once the glory and the wealth of the South Sea Islands. The ground in many places Sea Islands. The ground in many places is covered with flowers as with a carpet, while in others it is grown over with a dense and impenetrable mass of shrubs and flowering plants. Here is the home of the wild indige and yam, the notineg and arrowroot, the banana, and, lastly, of that shrub from which the natives extract the strange drink they call kava.

Modern Naval Warfare.

Modern science has so changed the art of sea warfare that mere animal courage is only one of the many elements required to made a great naval comman der in chief. In the days of sailing men-of-war good seamanship consisted in performing cortain complicated manœuvres by the action of the wind on the sails; and if it failed, or the wind on the sails; and if it failed, or the rigging was shot away, it then became a question of chance, or bull-dog courage. The first broadside of Collingwood's flagship at Trafalgar is said to have killed or wounded 400 men. Bad scamanship on the part of the French led to such a disastreus result, and not the superior gunnery of the English. With steamships ramming will be as fatal as taking was with the old wooden vessel, and frequently more so, because being rammed by a powerful iron-clad will simply mean by a powerful iron-clad will simply mean annihilation. Our magnificent and costly annihilation. Our magnificent and costly ships, if improperly handled, may fall to sudden ruin under the well-delivered blew of a puny enemy. I have long held the opinion that all fighting ships should be fitted with a system of temporary fenders, in order to deaden the blow of an antagonist. Some future genius will carry the suggestion into effect, and its influence will be as beneficial to his ship as the fakes of the chain cable were to the the fakes of the chain cable were to the sides of the Kearsage in her action with the Alabama, the shells from the guns of the latter vessel falling to penetrate the radely impovised cuirass of her antagonist. It was one of those simple contrivances which mark the man of original thought, and doubtless had a great influence on the result of the action, if it did not wholly