

The Heavenly Bridegroom.

Thou find youth think the maid he loves
Seems all the beauty of the land;
But what of Him who shaped her brow,
And the white wonder of her hand?

The earth and sky no doubt are fair,
And ravishing to soul and sight;
But fairer He who made them fair,
And gave our organs of delight.

When from His Oratory chamber comes
The Heavenly Bridegroom—bashful slips
Behind a cloud the risen sun,
Conscious of a divine eclipse

O Thou, who art the spouse of souls!
With curtains of my window drawn,
I watch with weary lids to catch
The earliest glimpses of the dawn.

Dear absent Lord, make swift return!
My hungry heart faints from delay—
Rise, Sun of Righteousness, now rise,
And turn my night to happy day!

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TORONTO, MAY 9, 1885.

The Sunday-School Teacher.

This is indeed a "high calling." A teacher of God's word holds an office of great and grave responsibility. One who would magnify this office will feel a profound solemnity when coming into the presence of his class. He is to mould these young and tender hearts, and shape these growing lives, and guide these restless feet. For the proper teaching and training of these he is accountable to God. The lesson must therefore be prepared by earnest prayer to God for light, help, and direction, as also by close reading and careful study. To teach the holy word aright, one must be first taught of God to discern spiritual things. The mind must be full of the lesson. The teacher should endeavor to have so much of real valuable truth to communicate as to feel that the usual half hour allotted to the recitation is far too short. No Bible lesson has yet been exhausted. A young man followed Mr. Moody across the Atlantic with the gospel burning in his heart. He preached in Chicago seven sermons in succession from the same text. The people were enchained all the while. With unabating interest they listened to catch every word that fell from the lips of him whose words were to them a "glad evangel." And he had not exhausted that single verse of Scripture, for it was inexhaustible. Those teachers who are so soon through with the lesson lose the force of reserved power, and sometimes betray a lack of interest in the

blessed word they are called to teach. The teacher should love the Bible, love it as God's message of love to us. The heart must be fired with the truth—so full of the lesson that it swells to the brim. In teaching saving truth

It is not an over-estimate to say that the teacher who is not interested in its welfare. He should study character and disposition, and adapt himself and his teaching to each child. Firmness, kindness, and Christ-likeness will win personal respect and confidence in the teacher's religious professions. Teach the word of God in the simplest possible manner. Do not hide the all-precious truth in the drapery of fine, flowery language. Rather open the rich treasures of divine truth, and let the children see it and feel its blessed power. Teach by precept and example, that this truth is only valuable as it affects the life, taking form in the words and actions and regulating the entire conduct. Children ought to be instructed and influenced to put the truth into practical exercise just as soon as it is learned—to receive and follow the light as it falls upon the pathway of each unfolding life.

For the time the teacher must give himself wholly to the work before him. Let it be a loved employ to lead these little ones to a knowledge of the truth and to the love of Jesus. Let him give himself to the class—become identified with each child in such a way as to make it feel that he is especially interested in its welfare. He should study character and disposition, and adapt himself and his teaching to each child. Firmness, kindness, and Christ-likeness will win personal respect and confidence in the teacher's religious professions. Teach the word of God in the simplest possible manner. Do not hide the all-precious truth in the drapery of fine, flowery language. Rather open the rich treasures of divine truth, and let the children see it and feel its blessed power. Teach by precept and example, that this truth is only valuable as it affects the life, taking form in the words and actions and regulating the entire conduct. Children ought to be instructed and influenced to put the truth into practical exercise just as soon as it is learned—to receive and follow the light as it falls upon the pathway of each unfolding life.

Last, but not least, let the teacher so express the truth he teaches in all his actions as never to cast a shade of doubt upon the child's mind as to its power to renew and save.—*Pacific Methodist.*

Mission Notes—Port Simpson.

"A THOUSAND mercies call for thankfulness in connection with the last year's work on this mission. We have been sorely tried at times; yet 'out of all the Lord has brought us by His love.' We have been privileged to witness the happy deaths of some who have left behind a triumphant testimony that they were going to be with Jesus. One woman, supposed to be about ninety years old, assured us she had no doubt of her safety, for she had long been just waiting to pass over the river, and now Jesus was with her and we must not weep. A little girl also, who had learned to love Jesus, when dying, sang most beautifully, and told her parents not to mourn; for her the shining ones had come to bear her away."

Church Libraries.

We can think of no good reason why every church should not have a library for the general use of the pastor, Sunday-school teachers and church members. We know of a few churches that have, and they are found to be very useful, especially to pastors and teachers in their preparation for the work of preaching and teaching the Word of God. The Sunday-school library does not meet the necessity; that is for the children, and is composed of a selection of popular books adapted to interest, please and profit the different grades of pupils in the school.

The adults, including the pastor and teachers, the members of the Bible classes, need a different class of books altogether; they need, in their study of the Scriptures, to have access to the standard commentaries and histories, to the best exegetical and archaeological

works. Such a library is indispensable in thorough Bible study. No pastor can get along without it, and no band of teachers, met for mutual improvement, can make efficient preparation for the work of instruction without it.

Such books are expensive, and not many can afford to buy them. But there is no church so poor but it could start and ultimately establish such a library, if it would only set out to do so in real earnest. We know of no better way to do it than by collections. Let a collection for the church library be included in the schedule of quarterly and annual contributions, and the thing is accomplished. When once a church library is established, there may be valuable additions made to it by individuals, of books that they have procured and read, and which they can easily spare. It would be well if all churches would give some attention to this matter of furnishing such libraries as they may be able, that their pastors and teachers in the Sabbath-school might be to that extent better equipped for their work.

The Companion to the Revised Old Testament. Showing what changes were made by the Revisers, and the reasons for making them. By Talbot W. Chambers, D.D., a member of the Old Testament Revision Committee.

The preparation of this useful and well-nigh indispensable work in connection with the appearance of the long expected Revised Old Testament, could not have fallen into better hands. Dr. Chambers was a most valued member of the Revision Committee, and is, besides, a ripe and accomplished scholar and Biblical critic. Moreover, he is thoroughly trustworthy, conscientious and painstaking in all his literary work.

"The companion to the Revised Old Testament" will be about the size of Roberts' Companion to the New Testament, possibly a little larger. It will discuss the need of a revision, and the method of making it; then consider the original text of the Old Testament, and follow this with a mention of the changes made, and the reasons for making them, from Genesis to Malachi, concluding with a list of the Old Testament Revisers, British and American, and their Bibliography. The work will be timely and welcome to all who purchase and desire to understand and appreciate the merits of the Old Testament Revision. This book will be issued simultaneously with the Revised Old Testament, which will appear, approximately, May 15. Those desiring the work should notify us immediately by postal. Price \$1.00. William Briggs, sole Canadian wholesale agent for Funk & Wagnalls, publishers.

Monteith's New Physical Geography. Small quarto, 144 pages, 125 illustrations, 15 colored maps. It embraces all the recent discoveries in physiography, hydrography, meteorology, terrestrial magnetism and vulcanology. The maps and charts have been compiled from original sources. While the easy style, graphic description, and the topical arrangement of subjects, adapt it especially for use in Grammar schools, it will be found equally adapted for use in High and Normal Schools. A. S. Barnes & Co., Publishers, New York and Chicago.



The Coast Guardsman.

This picture represents a type of character that has almost disappeared. During the war against Napoleon, an indeed till the reduction of tariff made it not worth while to smuggle, but desperate seamen used to defy the revenue laws and try to land by night French wines and brandies, and other goods. They know all the nooks and corners of the coast: and on dark and stormy nights would run in cargoes of contraband goods, which they would hide in caves, or in lonely houses till they could cart them away to sell. The coast guardsmen kept a keen look out for these smugglers, and often had sharp conflicts with them, and sometimes lives were lost in these conflicts. John Wesley used to denounce strongly the sin of smuggling, and through the growth of religious opinion and the spread of wise economical views, it is now in England a thing almost unknown.

Out-of-the-Way Knowledge.

A DRAWER or depository of out-of-the-way things is a constant boon, and frequently a positive blessing. The habit of picking up out-of-the-way knowledge, when it does not interfere with methodical application or regular duty, has many a time proved of great use. So, for example, a number of emigrants found it when their ship sprang a leak thousands of miles from land, and they were forced to take to the boats and a raft. Fortunately the weather was calm; but after a few days a danger as alarming as a coming tempest threatened them. They were running short of water, and would soon be perishing of thirst. And so they must have perished—for days passed before they were noticed—had it not been for one of their number, a busy-brained fellow, with an insatiable appetite for learning every thing that came in his way, and who had once happened to pick up the art of distilling sea-water. That bit of out-of-the-way knowledge, that might have rusted in him all through his life, as it happened, saved them all.—*The Quiver.*

STUDY your company. If they are superiors, imbibe information; if not, impart.

COMMENDATIONS of gifts and cleverness properly put are in good taste, but praise of beauty is offensive.

OF Turner it has been said by one of his biographers that his life had two centres—the love of money and the desire of fame. The true life has but one centre—God.