

## BOOKS AND MAGAZINES.

### *Harper's Magazine.*

New York: Harper & Brothers.

The variety, ability, and readability of the matter contained in "Harper's Magazine," the profusion and aptness of the illustrations and the beautiful artistic finish of the whole, place it in the front rank of periodical literature. The number for June is now out with a most tempting table of contents.

### *The Canada School Journal.*

Toronto: Adam Miller & Co.

The May number of the "School Journal" opens with a portrait and biographical sketch of George Wright, M.A., M.B., Chairman of the public school board of this city. The editorials in the present number are: "Punishment in School;" "Educational Notes on the Tariff;" "Shall Intermediate Certificates be Equivalent to Second-Class Non-professional Certificates." The number also contains a large quantity of valuable matter in the shape of contributions and correspondence, and the usual departments, well filled.

### *Bismarck in the Franco-German War.*

Chicago: Bellows, Clarke & Co.

This book is an abridged translation from the German of Dr. Moritz Busch, who was employed on Bismarck's staff throughout the war. Dr. Busch's department was the preparation of telegrams and the concocting of newspaper articles. He was in daily—almost hourly—communication with the great statesman, knew all the secrets, and was well qualified to play Boswell to—a greater man than Samuel Johnson—the man that conquered France and unified Germany. The book is in the form of a journal, and is very interesting to all who give attention to the men and the history of their own time.

### *The Fortnightly Review.*

Toronto: Belfords, Clarke & Co.

The April number—Canadian reprint—of the "Fortnightly Review" comes to hand with the following contents: "On the choice of Books," by Frederick Harrison; "Chapters on Socialism," by John Stuart Mill; "Italian Politics," by Emile de Laveleye; Further Remarks on Zulu Affairs, by the Editor; "What is money?" by Henry Sedgwick; "Conventions at Whist," by William Pole; Black and White in the Southern States," by G. Campbell; "The Bright Clauses of the Irish Land Act," by Mr. W. T. Thornton; "Burma," by Alexander Fyche; Home and Foreign Affairs.

### *Queen's College Journal.*

The May number of the "Queen's College Journal" has on the first page a well-executed cut of the new College buildings, accompanied by a description. The site is an elevated piece of ground, and the building will face to the south, overlooking the western part of Kingston harbour. The material will be Kingston limestone faced with Ohio freestone, and the style of architecture will be Norman. The interior arrangements as described by the "Journal" satisfy all the requirements of convenience and elegance. The architects are Messrs. Gordon and Helliwell of Toronto. This number of the "Journal" also contains much information regarding College affairs, and several racy editorials.

### *The Ages before Moses.*

By J. Munro Gibson, D.D. New York: A. D. Randolph & Co. Toronto: Hart and Rawlinson.

This is a recent contribution to the already voluminous literature of the Book of Genesis. But it possesses a special interest to our Church, owing to its being from the pen of a Canadian by education, well known to our body as having been the colleague of the late Dr. Taylor of Montreal, and pastor of the Second Presbyterian Church, Chicago, the Rev. John M. Gibson, D.D. The book consists of twelve lectures, which were delivered by the author partly in Farwell Hall and partly in his own church. The plan of these lectures is very admirable and is well carried out. It is, the writer tells us in the preface, "The result of an attempt to combine the advantages of the expository and topical methods, and at the same time to secure the benefits of continuous exposition without wearying and discouraging those who have not time to dwell upon details." Although we would not say that the manner of dwelling more on

details, better known to us in Canada as a mode of expository lecturing, should never be followed, or is without its advantages for special subjects, we yet entirely and without qualification hold the method of which we have so good an example in Dr. Gibson's work, to be the very best for popular expository preaching. We would also add that, while the first mentioned mode may be the best for students of theology in our colleges, that a good deal also of the kind illustrated in this book, would be of incalculable advantage to young men pursuing their studies. It is just what many have felt the want of, and have had to supply for themselves after entering upon their public work, which they could have done very much better had they been prepared in this way for it beforehand. We have however in this volume specimens of both kinds of treatment. But how to lecture after the manner of Dr. Gibson is the question? He points out what we believe is the only way in which it can be done, provided there are, to begin with, the proper mental qualifications. His work, he tells us, is the "fruit of repeated study of the book of Genesis during many years." Nothing but patient, intelligent, candid and repeated study of the scriptures and other works illustrating them will enable any one to do it, and any one by this means, though they may not equal the author, may in a measure succeed. With respect to style, there may be noticed, perhaps, the abruptness peculiar to spoken discourses, as distinguished from those first and wholly written out in the study. But when the cause of this is explained it can hardly be considered a defect. Criticism is at least disarmed. We cannot in this brief notice point out all the many merits of these very excellent lectures; but we may say that there appears on the very surface a far-reaching, a broad and strong grasp of truth with the ability to set it clearly before the mind of the reader. They are thoroughly conservative of truth, and yet conciliatory in tone and spirit as regards those who have honest difficulties. The help of scientists in their several departments, where they have rendered real help is not only acknowledged, but freely used, and their ignorance where they show it, and they show it often, is freely exposed. It is not by any means granted in these lectures that because a man is an authority in the natural sciences, he necessarily must be also an authority in the interpretation of Scripture. Lastly Dr. Gibson excels in pointing out, as he constantly does, how the Old Testament throws light upon the New, and the latter reflects back its clearer light upon the former. Indeed the book might very well have been called, *The Gospel in Genesis*. We cordially commend it to all students in our colleges, to our ministers, and to all other intelligent readers of the Word of God, who, not satisfied with texts only and snatches of it, crave those larger views which reach from the beginning to the end, and give a grand continuity to all Scripture. Dr. Gibson promises, should this volume prove useful, to follow it with another upon the "Mosaic Era." We shall gladly welcome the lectures upon this subject when they appear, and we shall be very much disappointed and confess ourselves greatly mistaken, if they are not soon called for by those who have felt that in "The Ages before Moses," they have received most valuable aid in the study of the Sacred Scriptures.—P.

### THE IDEAL TEACHER.

The ideal teacher is a Christian. He is a disciple of Christ. He has chosen Christ as his Saviour, Teacher, Master, Example. Our avowed aim as teachers is to persuade our scholars to become Christians. If we ourselves have no experience in the new life we are not competent to teach others concerning it. The apostle, John, says, "That which we have seen and heard declare we unto you." When the Samaritans wanted to help in building the sacred temple none but those who were willing to purify themselves were allowed to take part. So all who undertake the work of Sunday school teaching ought to be decided Christians.

The ideal teacher, in the midst of doubters, sceptics, free-thinkers, is unmoved, as he is "established in the faith of Christ."

The ideal teacher prepares himself for his work early in the week and is not content to leave the study of the lesson until a few minutes before school time. He studies at first without the aid of commentaries or lesson schemes; for a thought of his own will be expressed much more forcibly than the thoughts of

others. After preparing his own scheme, he is then better fitted to profit by outside helps.

The ideal teacher teaches by example. He is solicited by a companion to go to a theatre or to a ball, but will not consent, for he remembers that example is better than precept. Perhaps he may not see any harm to himself in these amusements, but it occurs to him that the most pious men of all ages have looked upon them as worldly; and he would rather have the world point at him as too particular, than have the Church mourn over him as being too worldly.

Walking along the street, he sees one of his scholars, dressed, perhaps, in his every-day clothes, which may be none of the best. He will not pass without recognition, and will, if possible, stop and shake hands.

A finely-dressed lady, walking with a friend, saw a little ragged girl—one of her scholars—on the opposite side of the street. Excusing herself for a moment, she crossed over and spoke a few kind words to the little one. Certainly the teacher was none the worse for this act, and the scholar was much the better for it.

The ideal teacher will not forget to pray for each of his class, *by name*, at his own home. Not only must he be prepared to teach, but his class must be prepared to receive his teaching, and prayer is a mighty power in this direction.

The ideal teacher is punctual. If he comes late, some of his scholars will form the same bad habit. He prefers, therefore, to come about five minutes before the school is opened to welcome the class and make them feel at home as well as to keep them in order. They will be almost certainly out of order if no one is there to take charge of them, and they will be apt to annoy other teachers by attracting the attention of the surrounding classes.

When the superintendent rings the bell for order, the ideal teacher will have order in his class at once. Many superintendents would be grateful for this kind of assistance.

In the class, the ideal teacher will be patient and gentle. If he loses control of his temper, he loses control of his class. He will also be hopeful. He has good ground for hope. God has promised that "His word shall not return unto Him void," and "they who sow in tears shall reap in joy."

While aware of the benefits of a good stock of anecdotes, he will not tell a story except to illustrate a point, or send home a lesson. There is great temptation to tell a story to keep the class quiet. This is not right. Let us keep this in view: that our aim is the salvation of our children.

If any scholars are absent, the ideal teacher will try to visit them. If he can do so the same afternoon so much the better. A visit from a teacher to a sick scholar will often give the teacher more influence than all the talking in the school. If the scholar is inclined to play truant, the certainty of a visit will often bring him to school when he might otherwise stay away.

In this paper nothing of an impossible character has been presented. Let us aim high. Perseverance will do much; prayer will do much. Let each teacher take as a motto Paul's words:—"Seek that ye may excel to the edifying of the Church." Aim to be the ideal teacher.

MR. SPURGEON'S health has improved, and he has returned to the pulpit.

THE great ends of life are best gained by him who, in all his conduct, is animated by the love of Christ.

MANY men claim to be firm in their principles, when really they are only obstinate in their prejudices.

DO you know that a wise and good man does nothing for appearance, but everything for the sake of having acted well?

WHATEVER we gain in this life must be by effort. If one look at his attainments in knowledge or anything else that is worthy, he will be reminded that they all came as the result of his determination and energy. Toil and battle procure us bread and a crown.

IN our Sabbath schools we have just now much apparatus for conveying information and inculcating opinion. Of the information we fear the wit would justly say, "It is better not to know so much than to know so much that isn't so." Of the opinion every thoughtful hearer would observe,

"Myself when young did eagerly frequent  
Doctor and saint, and heard great argument  
About it and about; but evermore  
Came out by the same door wherin I went."

Sunday Afternoon.