

up to it from the deep, must study it in the home and in the street, in the play-ground and in the mart, at recreations as well as at work, in the noisy romp as well as at the quiet task, at all times and in all places. Then shall the teacher become the true artist, the sculptor of child life, and, in his work of the future, will be so blended the outlines of a noble grace and dignity of purpose, that in the after days a model of youth, or manhood, or womanhood shall be given to the world, more beautiful than any which Angelo chiselled or Canova shaped—the shrine of an immortal soul, designed, moulded and perfected for higher purposes than mere beauty, and inspired by that Promethean spark which warms and vitalizes humanity, and of itself directs others to the goal of its success.

And now what moral shall we draw from these few lines of disquisition and of counsel? In this, my first paper to my younger brethren, male and female, of the noble profession in which we are co-workers, I would strive to inculcate this lesson: Be students as well as teachers. Learn nature while directing her. Task-

work is not all of education. He makes the best teacher who is the best student, and he who understands and loves his pupils best will meet with, as his merits, the best success. Be not discouraged in your work. In due season ye shall reap if ye faint not. Learn well this lesson, that Reading and Writing and Arithmetic and Geography, though good enough in their way, are not all of education. There is a broad and generous culture that every true teacher owes to his scholars, which lies outside the pale of mere technical knowledge:—the amenities of social life, the reflections of the happy home, the sunlight of the contented spirit the zeal of the earnest soul, the belief in one's self and in one's profession, the power of intellect and the beauty of learning. All these should centre in the one who calls himself an instructor of his kind. And, if there, they will not be void and profitless. They will of themselves instinctively gravitate to other centres, and halo the child being with a light which mere booklore could never impart, and make the acquisition of knowledge "a thing of beauty and a joy for ever."

BIBLE IN SCHOOLS.

To Editor of EDUCATIONAL MONTHLY:—

SIR,—You ask for a plain narrative and reflections in the line of my experience in Scripture reading and teaching, I now comply. The Bible in the School—This has been, and is, a much discussed subject. I do not intend to say much on the lines on which the discussion chiefly runs, but simply give my own experience and observations on that matter. That the Bible ought to be in the school I always believed and so have always practised. Although my

practice has varied considerably, my custom has been to open the school with singing and prayer; the closing exercises, reading the Scriptures, singing and prayer. I have always made the Bible-lesson the last of the day. I am not discussing whether that be the best time or not, but simply recording my own practice. I form the school into one class for Scripture reading, and let each read in turn or select by name those whom I wish to read. I let the very youngest read, and have always pursued this