

## CHOICE MISCELLANY.

THE BIBLE.—Of all books the Bible is undoubtedly the king. For powerful reasoning, sublime poetry, accurate and entertaining history, clearness of expression, and almost unfathomable depth of thought, take the Bible. It is like the sun compared to the stars when placed side by side with man's production. It is a staff to the lame, a lamp to the blind, knowledge to the ignorant, and wisdom to the learned. It works upon the mind as softly and gently as the breathing of a zephyr. It convinces as quickly as an electric flash illumines the storm-girt sky. Let it exert its influence among the children, and let not a school in our fair country be without its presence.  
—*Will. Henry Gane.*

A WORD TO TEACHERS.—Fellow laborers,—I have lately attended the deathbed of one of my pupils, and it has been a solemn era in my life. For a week I visited him daily and sat for two nights with him. He would recognize me when he knew no one else, and it was very touching to hear him say, "you are very kind to come to see me all the time, when I used to tease you so often when in school." I can not think of our last meeting without tears. It was only a few hours before he died, and I was leaving. He threw his arms around my neck and said, "kiss me once before I die." Teachers, ours is a solemn work, and one that requires our whole heart, if we wish to be able to meet our pupils in the last day with joy and not with sorrow.—*Written for Ontario Teacher by Miss C. Mustard, Teacher, Brewster.*

THE TEACHER'S KNOWLEDGE.—A teacher whose acquirements are limited to the text-books he uses, can never achieve real success in conducting his recitations. "A good school-master," says Guizot, "must know much more than he is called upon to teach, in order that he may teach with intelligence and taste." It is a question

worthy of consideration whether the ambition and love of study inspired in a class by a scholarly, skillful and enthusiastic teacher are not worth more to the pupils than all the studying they are able to do. What is more contagious than example? What is more glorious than a noble example as an inspiration to worthy deeds? The teacher who does not show that he can go beyond the text-book in his search after truth, and enrich the knowledge which his pupils have acquired by copious additions to it from his own well-furnished storehouse, is lacking in the first element of power in his great work. This is, in fact, one of the true secrets of power of teaching. It secures the confidence, it arouses the interest, it commands the respect and admiration of the class, and supplies the most needful conditions to its progress. Hence, let the teacher ever go before his pupils in the class room full of his subject, all aglow with its spirit, ready to meet every difficulty, to answer every objection, and supply every omission which may arise in the course of the sharp drill that is to follow.—*Minnesota Teacher.*

COMPOSITION.—The following is a brief synopsis of the Essay on this subject read by Mr. W. H. Gane, at the recent meeting of the Oxford Teachers' Association:—Composition is a very important adjunct in the training of the intellect. Having ideas, without the power to express them, is very like the uncombined wheels and pinions of a locomotive, harmless and useless. As a study in our schools it is where it should be. It fosters a habit for study, brings to view the latent powers of the mind, enables the pupils to express themselves more logically either orally or in writing. I would commence the practice of it as soon as the child can write, read and define, common words, those with which their circumstances render them capable of becoming ac-