

BIBLE READING.—There is a gain in systematic and thorough Bible study; there is a gain in intelligent Bible-reading, topically or by a single book at a time; there is also a gain in the regular daily reading of the Bible, chapter by chapter, in course, throughout the year. This latter reading may, at times, be perfunctory, but it has its practical value even then. Those men who are most familiar with the Bible in all its parts are commonly those who have been in the habit of reading the Bible through, in course, year after year, and who have thereby become gradually familiar with portions of the Bible which they would not have looked up in ordinary topical reading or study. Nor does this formal reading of the Bible interfere with more earnest and thorough occasional Bible-reading. On the contrary, it makes that kind of reading all the more satisfactory when it is undertaken. It is a good thing to read a chapter in the Bible at the close of the day's work, even though its reading be somewhat irksome, and the temptation to sleep be a strong one for the hour. But that should not be one's only way of Bible-reading; nor is it likely to be.

ARCHDEACON FARRAR ON BEACONSFIELD.—I will mention but one more characteristic of this eminent man—it was, that even from childhood he aimed at nothing short of the highest power. Call it personal ambition, if you will, and admit that personal ambition, unless it be redeemed by pure motives, is an earthliness and infirmity. Yet, admit also that when a man does aspire it is well that he should aim at something loftier than the sluggish ease of the suburban villa, or the comfortable vulgarity of the selfish millionaire. Speaking to youths at Manchester, Lord Beaconsfield said: "I give to them that counsel that I have ever given to

youth. I tell them to aspire. I believe that the youth who does not look up will look down; and that the spirit which does not dare to soar is destined, perhaps, to grovel."

But it was not a purely selfish ambition to which he urged them. "You will be called," he said, "to great duties. Remember what has been done for you. Remember that, when the inheritance devolves upon you, you are not only to enjoy it, but to improve it. You will some day succeed to the high places of this great community. Recollect those who lighted the way for you; and when you have wealth, when you have authority, when you have power, let it not be said that you were deficient in public virtue or public spirit. When the torch is delivered to you, do you also light the path of human progress to educated men."—*Princes, Authors and Statesmen.*

HOW TO TEACH NUMBER UP TO 10.
—1. What is the better method to teach numbers up to ten? If with objects, what objects are best adapted to that purpose?

Number up to ten should be taught objectively. Not only should the teacher be supplied with objects, with which to illustrate, in the presence of the class, the composition and relations of numbers, but each pupil should do similar work himself. In order that this may be done, objects should be distributed to the pupils. Objects that can be the most easily obtained in sufficient numbers, and also such as are the most convenient for the children to handle, may be used; for example, cubes, slats, counters, shoe-pegs, and corn. In order to strengthen the conception of the number and to give variety, make use of the objects in the school-room: windows, doors, slates, desks, pictures, and the parts of the body—the ears, eyes, fingers, etc.