

The taste of food depends largely upon the manner in which it is prepared; a beef steak fried in entirely different from a breakfast broiled, and the same kind of truths will have a different relish according as the analytical, topical, or various illustrative methods are used in preparing them.

Every thing should be "well done." Don't "serve up" any "half-cooked" thoughts or "stale" illustrations.

To be late at meal time is always an annoyance and old "dinners never digest very well. Always insist on promptness; do not be late yourself for other people to be late.

Learn how to preside at the table with cheerfulness. "Let your speech be always with grace seasoned with salt."

Whatever else you leave undone do not fail to "ask a blessing" on what you are to offer and they are to partake of.

Study the art of carrying, so that you may "rightly divide the word of life, giving to each portion in its due season."

Teaching is an art; and they who would be very successful in understanding and teaching the truth must study the anatomy of the word, and of the mind also, and then they will be better able to do their work.

Do not be always eating, but, having provided the meal, serve a portion to each as soon as possible; otherwise they will be restless and inattentive.

Do not discourage by giving them too much at a time; better that they should have but little at first, and be led to desire and ask for more.

Is your class thin? Do the children fail to look in to the feast you have provided for them as the master has commanded, and as so many connected with mission-school work are doing, "go out into the highways and hedges and compel them to come in."

All may engage in this work, and every one may do something.

"If among the older people You may not be able to teach, Feed my lambs," said Christ my Shepherd; Place the food within your reach And it may be that the children Will be found among your people.

—Sunday School Journal

Obituary

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The Separate School Question.

There is no room for doubt that it has been a deeply-cherished purpose in certain quarters to have, if possible, our Educational system so modified as to render it available for denominational ends.

To this, could, to be carried out without injustice to the Protestant population, there might not be any very great objection; though, for various other reasons, it is desirable that our common schools should be free from sectarian bias.

But the more carefully the matter is investigated, the more clearly will it be seen, that to engraft upon our present Educational arrangements the principle of Separate Schools, would be to inflict upon a large majority of our population a grievous injustice.

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