impatient of the bridle, they grow weary and resign, and thus the seed is scattered to the winds.

Now all this is foolish, wrong, and effectually frustrates any chance of success. It is told of a famous political prisoner, who during his long incarceration had many fits of despondency, that he learned a lesson in patience from a spider ; the little insect had set its heart on climbing up the wall of his cell, but it was a difficult task ; time after time it missed its hold and fell to the ground, but only again to begin the ascent, and at length, after many a trial, its efforts were crowned with success. And to be successful teachers we must be like the spider, difficulties and disasters must only serve as fresh starting places; as the wave thrown back by the land only recedes to cast itself with renewed force upon the sand, so throw yourself with more ardour and zeal into the work, and be assured your patience will at length be blessed with great reward. Perhaps no better illustration could be found of patience meeting

its due reward, than that connected with the laying of the Atlantic Cable; the story is familiar as "household words." In 1865, the great ship sailed, with the hearts of all on board beating high with hope; for a time the welcome news "all going well" was daily passed from ship to land; but suddenly a break took place, the cable snapped, and flying with lightning speed over the side, was lost an "hundred fathoms down." What now? Was the ship's head turned east to bear the sad news home? Ah no ! again and again they attempted its recovery, and only gave the pursuit up when every appliance on board had failed. Last year the trial was repeated; once and again the cable was hooked and brought to the surface, once almost within grasping distance, but alas, it slipped away ; but the work was con-tinued on another plan, and then at length it was brought on board

safe and strong. Teacher, is thy work seemingly a failure, have thy fond hopes the bud of pramise proved delusive? be not disbeen blasted, has the bud of premise proved delusive ? be not dis-couraged, but persevere, and learn the important lesson that he who would be successful, must, like the husbandman waiting long for the fruits of the earth, "possess his soul in patience."

III. Preparation.

To teach with comfort and success there must be preparation; no one, however talented he may be, possesses the ability to lucidly explain the doctrines of the Bible, and enforce its lessons in a man-ner likely to captivate the hearts of his scholars, without due study.

The skilful archer who is able with his bow and arrow not only to bring down his bird upon the wing, but to pierce it in any part he chooses, did not acquire his unerring aim without much preparation ; at first his hand was unsteady and unskilful, he made many a blunder, and missed many a fair shot ; but the practice he thus obtained all told in time, and made him at length win the approbation of the masters in his art.

And your work of teaching is in some respects the same, you wish to pierce the hearts of your scholars with the arrow of conviction, but how can you hope to succeed if you are unpractised and unprepared, your shaft will go wide of the mark, and only lacerate where you hoped to cure.

One result of not being prepared is the inattention of the scholars; it is difficult enough sometimes, with all due preparation, to secure attention, but it can never for a moment be obtained without. You repeat yourself over and over again, until your scholars know as well as yourself what to expect, they have heard it all before; like the well without a fountain but a constant flow, you will soon exhaust your store, and your mental poverty will be all disclosed. To render your teaching attractive it should abound with illustra-

tions, not stories told for the mere sake of passing the time, but anecdotes of all or every kind that will throw light on what you are trying to explain.

ĪV . Prager.

A heathen philosopher once said, give me a fulcrum large enough on which to rest my lever, and I will move the world; but prayer is a greater power than that for it moves the world's God. And we are enjoined in God's word to make our requests known unto Him; and in the Bible, as well as in common life, many remarkable answers to prayer are recorded for our encouragement ; and we believe with Tennyson, that-

"More things are wrought by prayer Than this world dreams of."

It was when Abraham pled for Sodom that God promised to spare it if ten righteous men could be found within its walls. lt was when Solomon asked for wisdom to rule Israel wisely, that God gave him that, and riches and honour beside ; and if we would be successful teachers, we must pray, and pray earnestly, like Jacob at the brook, that God in the infinitude of His mercy would bless the seed we sow, and water it with His grace, that it may yield an abundant harvest.

Without prayer our earnestness, patience, and preparation, will * Its first appearance within the recollection of the write be all in vain ; but with these, we shall have placed the highest year 1800, and the next of course will be in the year 1868.

excellence of the faithful teacher in its proper position, as the keystone that holds firm and secures the whole spiritual arch.

> Teach the young children, careless tho' they be; A blessed mission 'tis from heaven to thee. Teach them, oh teach them, in the saving word, Pray thou for them, and surely thou'lt be heard; With earnestness and love the truth unfold, Sweetly and mildly be the lesson told.

Altho' the soil be rough, the seeds may spring, And in Life's noon a plenteous harvest bring ; Faint not, and tire not in thy work of love, Angels smile on thee from the realms above, And when thy task is ended, may'st thou see, Among the blessed, some that learned of thee.

-R. C., in English S. S. Teacher's Magazine.

2. ORAL INSTRUCTION IN THE SCHOOL ROOM.

Perhaps few better evidences can be given of effective teaching, than ability in the instructor to seize on passing observations, illus-trative of scientific truths, or facts taught in the daily lessons for recitation. I have sometimes witnessed the influence of such suggestive hints, and have inferred that more lasting impressions have been made by them, on the minds of pupils, than by a long time spent in the ordinary routine of school-room exercise.

In many schools a short period is set apart, for the pupils to pro-time proposed. So far as these questions are adapted to familiarize the lessons before studied, they may be useful and often entertaining to the pupils. But if they had been trained with a love of investigation, to observe various objects in nature, it might often occur to them that questions involving illustrations of the principles of the sciences will often be suggested, and the solutions will frequently give a zest to their studies, by showing that many phenomena and give a zest to their studies, by showing that many phenomena and facts are transpiring continually, of which they have never before inquired into the causes. Let us suppose a class engaged in the rudiments of Natural Philosophy, and that their preceptor, in order to cultivate their powers of observation, has requested that at their next recitation, the class shall each come prepared, with at least one question, supposed to have a bearing on some fundamental principle of the science in which they are engaged.

The following are a few of the queries that have at different times been suggested to the minds of pupils, on their way to the school-room, or from other occasions of reading and observation. 1. One of the students inquires of another respecting a peculiar

form of dew on the grass, having observed, on the morning of the exercise, the moisture on the blades of grass assuming the form of little globules. Myriads of those little chining globes of water were seen standing on the tip ends of the blades. It is required to explain by what law the water assumes this form on the grass. Another of the class has remarked what is commonly called white or hoar frost on many vegetable substances. The peculiarity of the appearance has suggested the question. 2. In what form does the frost descend to the earth? and 3. What power in nature causes the particles of frost to assume the crystallized form that is so frequently observed? 4. Why is it that when a certain degree of heat is applied to lead, iron Why is it that when a certain degree of heat is applied to lead, iron or other metals, it changes the respective masses to a fluid form? 5. What would be the effect of applying different degrees of heat to a vessel of quick-silver? 6. On what principle does water act in cleansing soiled clothes, or any other surface to which it may be ap-plied? 7. There are two cars at the top of a hill or inclined plane, from which each has a track for descent. Supposing the cars to be of the same size and construction, but one loaded and the other empty and both he allowed to descend without obstruction at the empty, and both be allowed to descend without obstruction, at the same moment, — will they arrive at the foot of the plane at the same, or at different times ?

There is another question connected with a branch of national history, called Entomology. It is known that there is a remarkable insect, called the seventeen-year locust (Cicada Septendecem). This insect appears at intervals of seventeen years. Will some member insect appears at intervals of sevenceen years. Will some member of the class inform by what means it finds its way into the earth, and what are its movements during the long periods of its imprison-ment in the earth, or during the time passed beneath its surface.^{*} In this way by the pupil's propounding questions for solution, a spirit of ingenious inquiry may be awakened and many young minds insited to the study of nature.

incited to the study of nature.

The above are offered as a specimen of the inquiries which the

* Its first appearance within the recollection of the writer was in the