

By this principle we make our choice; we omit, therefore, all that is remote, invisible, and incapable of being made visible; all that can be demonstrated only by mathematical proofs; and keep within the field of immediate observation, stops with those things which every one may know by observation and experience, and show such things, as are not obvious, by experiments with simple and cheap apparatus.

4. What method is to be used?

To say nothing of the regard for the individual quality of the pupil, the method depends on the nature of the subject, and on the way in which man naturally acquires his knowledge. Every where man is surrounded by natural phenomena; they happen before his eyes. These, therefore, must be opened, in order to observe apprehendingly, to remember what has been observed, to fix the succession of phenomena, and what is common in a series of similar ones; not only to learn the facts, but also the laws by which they happen, and finally, by reflection, to discover the hidden causes.

Natural philosophy belongs to the inductive sciences, i. e., to those which begin with the knowledge of single facts, abstract from them the law of the process, and then in inverse order, deduce the phenomena from the causes.

The way, therefore, prescribed by the nature, as well as the history of natural philosophy, is, that which proceeds from observation and experience to rule and law, if possible, advancing to the cause, (the so-called regressive method.)

5. What is the aim of this instruction?

The knowledge of the most essential phenomena, by which man is surrounded, and the ability to explain them, that is, to state in a simple way their causes.

Most important is the knowledge of all that refers to weather, and we expect, therefore, from a graduating pupil, correct answers to the following questions:

What is the temperature of the air in the different months of the year? Which is the maximum of heat in our country, and when do they usually occur? What is the corresponding state of temperature in other countries? What are its causes? How do the winds originate, where do they come from, and go to? What are the principal currents of air on the globe? Their cause? What weather is caused by the winds in our country? To which winds is our country chiefly exposed, and why? Origin of fogs and clouds? What is dampness? What causes rain? These and similar questions come so near home to man, that it would prove enormous dullness, if he did not ask them himself, and reflect, on answering them. No doubt that such stupidity is still frequent; but no one will doubt what is the indispensable duty of the common school in the premises.—(Barnard's, American Journal of Education.)

(To be continued.)

Teacher's Characteristics.

An interesting paper, lately read before the United Association of Schoolmasters of Great Britain, contains the following generalizations:

1. Teachers of limited capacity, or whose command of language is limited, invariably teach best with text books, or by the individual system of instruction.

2. Men of fervid imagination, having great command of language and enthusiasm of character, almost invariably become superior teachers.

3. Decision of character almost invariably forms an element in the qualifications of a superior teacher.

4. Men who are deficient in general knowledge and enthusiasm of character, are generally bad teachers, even though they may possess great technical acquirements.

5. An earnest man, imbued with the love of children, is rarely a bad teacher.

6. The love of teaching is generally associated with the capacity for it, but the converse does not generally hold true.

7. A man of superior teaching powers teaches well by the national method. But he will always teach best by that method which is suited to his peculiar capabilities.

8. Men generally teach badly when they attempt to teach too much, or when they do not duly prepare their lessons.

9. Presence of mind and that self-confidence which is based on self-knowledge, are essential elements in a good teacher's character.

10. Success in teaching is more dependent upon the capabilities of the master for teaching than upon his technical acquirements.

Teaching power is not always associated with superior talents or acquirements.

Plant Flowers.

"Well, that school-house looks twenty-five dollars better—together a more cheerful and comfortable house for our children." And what has wrought the transformation? What has added to its intrinsic worth? It is the same in its construction; no addition has been made to its physical proportions. It looks very much internally as it did many years since. That same two-paned window over the door, with a crevice in one corner, the work of some truant snowball. The same gray fence in front, upon which are some hieroglyphic characters whose language is the genius and indefinite emanations of some crude youthful intellect. The old step, with a piece split from one side and worn by the "droppings" of many a merry fall, is still in its place. If you enter the house, you will find things very much as of yore. The same rows of desks, with here and there the carvings of some "yankee blade;" the stove-pipe running the entire length of the room, suspended by a dozen stout wires; and the master's desk, in its silent eloquence, standing beneath the old white faced clock. But there is an air of cheerfulness about the room, unknown to its earlier days. In front of the master's desk are two white shelves, upon which are vases, filled with the most beautiful flowers. The *morning glory*, peeping out amid the smiling family of Flora's household. The *daffodil* and *daisy*, the *tulip* and the *buttercup*, the bold crimson *peony* and the modest *violet*, blending their variegated colors, make altogether an object of peculiar interest to the lovers of the beautiful. But where is the extra twenty-five dollars? Thence this additional value? Why, about one year since the teacher planted a *morning glory* by the doorway. A few rose bushes were brought from a neighbor's garden and planted beneath the window. A row of pinks and daisies were set beside the walk. In a neglected corner was a circle of daffs and buttercups, and the spirit of beauty seemed whispering amid a happy, joyous group of children. The *morning glory* sprang up at the touch of the first spring shower, and soon was seen winding its tender vine around a string leading up beside the window. Some red, white and purple flowers made their appearance, and attracted the attention of many a happy girl and boy. The daisies and pinks were soon in blossom, and the great peony, that Mrs. A. gave the teacher was soon seen in broad luxuriant bloom by the gateway.

Before June had clothed the meadows in their thick, green vesture, the rose tree under the window, bore more than a score of bright beautiful blossoms. Indeed, the inspiring breath of nature seemed to whisper encouraging words to the teacher's care for flowers. The rough, impetuous boy would stop and drop a word of admiration, as his eyes caught the phenomenon, and then stoop to tear up the weed that was choking the growth of the flower. What a beautiful text for a moral lesson. How simple and how plainly similar the weeds of passion and lust are forever intercepting the growth of virtue. Every little girl had her own favorite flower. Some admired the daisy for its proverbial, its beautiful modesty, and almost stooped to listen to the sweet low words of "innocence" it seemed to breathe. Others delighted to gaze upon the sweet-scented pink, while the purity of affection seemed to glow still brighter.

Old Mrs. B. had frequently told the teacher, that the children were such careless creatures they would tear up all the flowers that might be planted around the school-house. "Twas no use to try—only a waste of time." But the sequel proved that Mrs. B. misjudged for once. Not a flower was despoiled. New passions seemed awakened. The beautiful things of nature began to exercise a controlling influence over many a rough spirit. You would see a group of girls or boys out amid the flowers, after their lessons were repeated, searching for truant weeds, or watering the thirsty plants. And the privilege of doing thus, proved a profitable incentive to study. Not unfrequently would the passer by stop and lean against the fence and admire, for a moment, the beauty of these stranger flowers which had sprung up, as if by magic, in that barren place, the school-house yard. This was then not an unprofitable investment. It yielded more than a "hundred fold." Fellow teacher, is there not a neglected waste corner in your school-house yard, where a flower would grow? Would not a *morning glory* flourish beside your door? Have you not a spare moment, in which it would be pleasant to turn your attention to the cultivation of flowers? Would it not be an agreeable manner in which to spend a recess, now and then, with your pupils? Communion with the beautiful is indeed desirable for our children. It refines the feelings, cultivates the affections, and reflects bright images upon the heart.