

knowledge and enthusiasm of character, are generally bad teachers, even though they may possess great technical acquirements.

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

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 acquaintance.

TRUE ELOQUENCE.—Eloquence is the child of knowledge. When a mind is full, like a whole river, it is also clear. Confusion and obscurity are much oftener the results of ignorance than of inefficiency. Few are the men who cannot express their meaning, when the occasion demands the energy; as the lowest will defend their lives, with acuteness, and sometimes even with eloquence. They are masters of their subjects. Knowledge must be gained by ourselves. Mankind may supply us with facts: but the results, even if they agree with previous ones, must be the work of our own mind. To make others feel we must feel ourselves; and to feel ourselves, we must be natural.—*D'Israeli.*

Nature and Art.

Compare the point of the finest needle to the sting of the busy bee. Compare the finest piece of mechanism to the little spider's web. Compare the most complicated arrangements with the works of the tiniest insect. Man at best is but a copyist.—The beaver will teach him masonry. The industrious bee economy of construction.—The carolling bird, music. We build, so do birds their nests. We navigate so do fish, changing their localities with the greatest regularity. We spin, so does the silkworm its golden cocoon. Go to the ant, consider her ways which having no guide, overseer or ru-

ler, provideth her meat in the summer and gathereth her food in the harvest? The Conies are but a feeble folk, yet make they their houses in the rocks. The Locusts have no king, yet go they forth all of them in bands. The spider taketh hold with her fingers and is in kings palaces. Consider the lillies of the field they toil not neither do they spin, and yet Solomon in all his glory was not arrayed like one of these. "Hast thou," enquired the Creator of Job, "entered into the treasures of the snow? or hast thou seen the treasures of the hail? Where wast thou when the morning stars sang together and all the sons of God shouted for joy. Had I the eloquence of Demostheness, the descriptive powers of a Milton and the tongue of a Byron, I should need them all to picture even faintly the exquisite beauties of nature.—[Lectures on the Geometry of Nature and the Arts.

Heating Schools.

Of all the blessings that can be enjoyed by man, health is the greatest; and as it is the luxury of old age, it should be the birthright of childhood. Yet our present system of heating public schools with immense stoves, the flues of which are often hot enough to scorch the floors on which they stand, is prejudicial in the extreme; and, as every teacher knows, is productive of headaches, bleeding at the nose, and incapacity for study; it also lays the foundation of sickness, and deprives the little ones of the ruddy face, and physical strength to enjoy out-door romps. Cannot some better system be introduced—hot water or steam? The School Commissioners should look to it if they hope to make men and women worthy the name from the pupils of the schools.