

How long will it take the cars to go when the railway is finished?

Is the longest way in this direction, or in this direction? (Teacher points.)

What direction is that?

Which is the longest way of America?

How can that be?

Suppose you started to walk straight ahead, either east or west, till you got to the sea, tell me any kind of place you would be sure to come to that you couldn't walk over.

What is the difference between a river and a lake?

If the lake was so large that you couldn't see across it, how would you know it to be a lake?

After you got to the sea, how would you know what it was, otherwise than by tasting the water?

Do you suppose you would see elephants, or alligators, or whales in the ocean?

If a whale liked, could it carry you across the ocean on its back?

How many of you would like to ride two thousand miles on the back of a whale?

That will do for to-day.

OUR EXCHANGE.

TEACHERS wishing to exchange books, natural history specimens, or any educational object or appliance, may intimate their desire through our columns. We have only to request that our correspondents will write distinctly and briefly. The following may be taken as models:—

JOHN SMITH, Plunkett P.O.—Webster's Dictionary, Fleming's Analysis, and a hemisphere globe, for a microscope.

MARIA EMILY JONES, Repton P.O.—100 dried plants, named, for as many fresh-water shells.

CONDITIONS OF SUCCESS.

THE cry is almost universal that the Public Schools are in the hands of ill-prepared, underpaid teachers. Some prescribe this, and others that, remedy for the evil. Better wages and good supervision will go far to-

wards changing this condition of things; but there must be something behind both of these, which are but the symptoms of the disorder. All real improvement must come from within. A sick man recovers by his own vital energy, while the medicines only hold the disease in check until these forces can act. In the same way the improvement of the Public Schools depends upon the elevation of the professional character of the teachers more than upon external conditions.

Natural fitness for the duties of the teacher should be the first consideration by those intending to enter the profession. No amount of training can compensate for natural deficiencies. Earnest determination to excel may do much to help one on against his natural bent; but, when a crisis comes, the artificial character so laboriously induced will break down, and the unfitness of the teacher will become apparent to himself and his district.

The candidate for honors in the profession of teaching must make special preparation for the calling. An intellect well disciplined by systematic study and a vast store of general knowledge are essential to success in all intellectual pursuits; but to these must be added exact technical knowledge of the principles underlying the science, together with training in their right application. In teaching, as in other responsible positions in life, we insist upon special aptitude and thorough training for important and difficult work. Teaching is both a science and an art; hence the teacher, to be truly so called, must be a scientific artist. The principles upon which the science is based are as complex, and mastered only by as hard a study, as those of law or medicine. The teacher unacquainted with them is as inefficient as the lawyer ignorant of Blackstone, or an astronomer, of Newton.

The thorough preparation just urged upon teachers presupposes an earnest devotion to the profession and a determination to follow it. It is folly on the part of the teacher to make the needed preparation for his calling, and then on the smallest pretence to forfeit his advancement and begin again in another