

rest of the term was simply a struggle for supremacy between teacher and pupils. She had the might of authority on her side, but we had numbers and brains remarkably fertile in hatching schemes for her annoyance, so that the struggle was by no means unequal.

Only towards the end of the term did we come in touch at all with her, and then it was almost by an accident. A number of us had been sent to interview the principal for some offence and coming back we surprised our teacher in the hall. There was an expression of pain on her face and something suspiciously like tears in her eyes, a circumstance which in our proud unbending teacher made us stop in surprise. Our astonishment increased when she drew us aside and asked us the reason for our conduct. "If you girls only knew how you might help me," she said, "you surely would behave better. You four or five lead the others and when you show them such an example you make my work so much harder." "And girls," she continued with what even we could see was a visible effort, "I don't think I understood you very well when I took your class and roused your antagonism, but surely we do not need to be at such cross purposes now." Here was a new idea for us, and we were at first too much astonished to reply, but went back to our class room with sober faces. We began to think that our teacher might, after all, have difficulties to contend with that we did not quite understand and that perhaps she did not enjoy waving her pointer and threatening us, quite as much as we imagined. We discovered that our feeling of rebellion at what we were pleased to call tyranny had blinded us to many fine qualities which we might have learned to love and respect.

#### B.—A CHARACTER SKETCH.

In the country school in which I taught there was a very interesting little fellow about seven or eight years old. He was always a favorite with the teachers, for he was a bright little fellow and little disposed to give trouble. Now and then the mischievous or restless part of his nature would assert itself, when he became the happy owner of a knife and applied it to some desk. Oftener he would be found teasing some of the smaller girls. For this he had an especial delight, but he never carried his fun too far.

It was not in these things alone, however, that "Jimmie" as we called him, showed his peculiarities. It was his power of observation. There was scarcely a plant in the neighborhood that he had not a name for, and if he did not happen to know what a flower was called he had a name of his own that was always well applied. He had a wonderful amount of information regarding his home surroundings, the origin of the mountains, the marks of the old lake beach, and he could account for the many large stones scattered around the neighborhood. Most of this knowledge was gained by observing and asking questions, never by being told directly, for nature study was not carried on very extensively. Everything in nature had an interest for this boy and he liked to ask questions, often, such as could not be readily answered. A talk about birds or animals was perhaps most interesting of all to him. There were few birds in the place that Jimmie had not noticed, and the same might be said of animals.

I could not say that it was exactly a love for the birds and animals that led this boy to study them so closely; for he took a great delight in killing them, but he never was known to torture anything.