

## THE TWO TEACHERS.

I have in mind two teachers who seemed to possess more than an ordinary degree of power, and yet it was not the same in each. The one, as far as I could discover, had the affection of every pupil. It was the delight of the children to grant every wish of the teacher, and they seemed to know her will as if by instinct. There was no law but the law of love—love for the teacher. There was no command, for all orders were mere requests. There was little talking, as the signals were all those which appealed to the sight rather than to the hearing. There was no feeling of fear or obligation; desire was the motive for all action. There was no emulation save that which was manifested in trying to see who was first to divine the teacher's will. There seemed to be just as much enjoyment in study as there was in play, for whether at study or at play, the pupils and teacher lived in each other's society, and they were alike happy. There was no friction in the machinery of government; indeed there seemed to be no machinery either of government or teaching. I looked in vain for a fault; I asked myself the question, Is this the perfection of school management? Is this personal influence of a lovable character the greatest gift that could be bestowed upon these children in the name of teacher? Granting that progress was made in the studies, about which there was no question, was anything else demanded? Was anything less demanded, or was this heart-power formed for a noble purpose? I wonder if human sympathy is any the less sacred when expended on children struggling up through the trials of the school-room, which are to them as real as any they will meet in life! I wonder if divine sympathy was any less divine because it was extended to a race struggling with ignorance and sin? Does the true teacher ever feel that it costs too much to educate children when done at the expense of all the nerve-force at his command?

I have said that the power which the other teacher applied was different. I think the method which he employed was more complicated and more difficult. I think the results were not so immediate. I think he had more opposition in establishing his authority, at least from a portion of his pupils; but he was supported by the community. His rule was not tyrannical, for it was just. Every requirement in the school-room rested upon moral obligation. The pupils were treated as if they were expected to do what was right from a sense of duty. The law of the school seemed to be cast in the mould of absolute right. When wrong appeared it was opposed by a mighty sentiment, and the most natural penalty was inflicted. The pupils had confidence that they would be dealt with in strictest justice, and were not afraid to be truthful and honest, nor were they afraid of pain, though they knew what it meant. I believe the mere wish of the teacher was rarely a motive for a pupil's act.

Teacher and pupils seem to be aiming at one common object, to build up and fortify a character that would stand any strain ever to be placed upon it. Instead of seeking for sympathy, each one sought to cultivate self-reliance, which made progress easy and easy; and it was not without pleasure, for the truest pleasure comes from a consciousness of personal victories gained over obstacles. There were dignity of conduct, respect for law and order, regard for the rights of others, and loyalty to the school; but the feeling which the pupils had toward the teacher must be called esteem and not love; and they cheerfully granted him their highest esteem, for they felt that he had shown them how to be true, and strong, and brave. They were conscious of the existence of a strong government over them, but its laws were directed to the thought and feeling rather than to the outward act; and the teacher seemed to be as much the subject of those laws as the pupils. The Golden Rule was familiar

to all, and was applied in the settlement of the most complicated questions of discipline. Again I asked myself the question, Is this the perfection of school management? Will these young people pass beyond the limits of the school room regulations with the same loyalty to principles that characterized them as pupils? Could there be any greater security to this end than the privilege of coming under the personal influence of such a teacher? Will the strength of purpose, the devotion to truth, the vigorous thought, the noble courage and self-reliance, developed under such a system of school government, compensate for the loss of the more imaginary privilege of dictating the terms of an education, under the impression that the learning of some things will enable one to get along in life with a little less labor than the learning of others? You have already anticipated my answer.

These teachers were both invaluable in their proper places; the one, adapted to the tender years of childhood, the other to the more advanced age, when the boys and girls were beginning to assert their rights and manifest their own individuality. They both wielded irresistible power; the one, that of love, the other, that of moral obligation. Both of these principles are indispensable to the work of training our boys and girls for the responsible years to come.

Thus is crowned the teacher, standing above all books and studies and school-room exercises, dispensing the power to be applied in the progress of the future, as well as of the present.—Ohio Educational Monthly.

## DO BIRDS FLY DOWN.

I see in a back number of *St. Nicholas*, that one of your young correspondents appeals partly to me in regard to birds flying down. But all who have written seem so well posted that I doubt if I can add anything to their knowledge.

However, I have seen a California quail, a wood-dove, and a humming-bird flying downward, but in slow flyers, with large wings and heavy bodies, the wings are used more or less as parachutes in going down: in others words the birds spread their wings, and rely upon gravity. This I have noticed in the sand-hill cranes in their migrations along the Sierra Madre. A flock, of say a hundred, will mount upward in a beautiful spiral, flashing in the sunlight, all the while uttering loud, discordant notes, until they attain an altitude of nearly a mile above the sea-level. Then they form in regular lines, and soar away in an angle that in five miles, or so, will bring them within one thousand feet of the earth. Then they will stop and begin a spiral upward movement again until a high elevation is reached, when, away they go again sliding downhill in the air, toward their winter home. It is very evident that a vast amount of muscular exertion is saved in this way. In some of these slides that I have watched through a glass, birds would pass from three to four miles, I should judge, without flapping the wings.—C. K. Holder, in "Jack-in-the-Pulpit," *St. Nicholas* for February.

THE GIRL IN THE MOON.—A monthly paper called the *Glacier*, which is made up of contributions from the pupils of the Taluket Training Academy, at Fort Wrangel, Alaska, contains the following:

"When I was a little girl living in the Hydah country the old folks used to frighten the little girls about the moon. They used to tell us that a little girl went after water at night. When she was coming home she stuck her tongue out at the moon, and that made the moon mad. It came down and took her up. She had her bucket in one hand and caught a bunch of grass with the other to keep her from going up, but the moon took her with bucket and grass. The large figure in the moon is the girl—grass in one hand, bucket in the other. They said that was what you can see in the moon. I used to want to stick my tongue out at the moon awfully, to see if it would come down and take me up, but I was afraid that it would come. I used to feel sorry for the little girl when I looked at the moon.—"SUSIE YOUNG."

## QUEENS WITH GLORIOUS REIGNS.

England has been fond of Queens, and has usually given them a good name. Of Matilda we know very little. But the faults of Mary were attributed in great part to her husband, while both Elizabeth and Anne have, perhaps with equal reason, been decorated with the name of "Good." It certainly has so happened that the reigns of the last three queens who have occupied the English thrones have been both happy and glorious. In all alike we see great developments of the national energy, the flowering of a brilliant and characteristic literature, and the growth of new political and social ideas inaugurating new stages of progress. If we carry our minds back to the accession of Queen Elizabeth, we find ourselves in a world which has, indeed, little resemblance to our own, but which was an entirely new departure from the world of the Plantagenets. Similarly, in the reign of Anne, we are face to face with a political and social régime wholly different in kind from that of the seventh century, the departing footsteps of which we look back upon through the reign of William. In our own time it is unnecessary to say that we live in a transition period from the stereotyped thoughts and habits of the pre-reformers to some unknown and un conjectured destiny. Thus all three reigns have been signalized by the same distinctive feature, have each in some measure ushered in a new age, and have been distinguished by the same literary and intellectual activity. To which of them history will assign the supremacy is a question which we shall not touch. The Elizabethan, the Queen Anne and the Victorian eras have each their special glories to boast of, and their comparative greatness must depend to a great extent on the character of the mind which comprehends them.—London Standard.

FOREST POLICE IN GERMANY.—In Germany the woods have their police, whose duty it is to see that no devastation is wrought by inconsiderate owners. No man may cut down his trees without the sanction of these authorities. The reason is that wood is the staple fuel of the country, and if the government did not step in to protect the people against their own improvidence, the peasants would speedily sweep away all their forests to enable them to clear the mortgages which the Jews hold on their lands. In Bavaria the price of fuel rose, between 1830 and 1860, as much as sixty per cent., and building timber rose seventy per cent. In the sixteenth century the forests had dwindled so much, and the cost of firing had risen so high, that the princes took the forests under their sovereign protection, and appointed a class of officials, whose duty it was to see after the fuel supply in their provinces, and look to the protection of trees just as the police have to see to the protection of citizens. One result has been that no trees are allowed to grow longer than when they have reached maturity. After they attain a certain age their rate of growth is so slow that their room is needed for younger plants, and they are cut down. Thus a pine reaches its perfection after its thirtieth year and goes back after its eightieth. As a rule, a forest is cleared and replanted every thirty years, and it is an exception anywhere to see an older pine or beech. But the Bohmer wald has not been subject to this pollicement, and there do remain in it magnificent pines several hundred years old.—Cornhill Magazine.

A pupil was once told in an arithmetic class: "You shall not recite in another class until you get this lesson." She was kept after school, urged, scolded, and at last punished, but she could not get the lesson. All her thoughts departed as soon as she tried. She never did get the lesson, and through all her life had an aversion for mathematics no amount of study could overcome. A judicious change of work, at the critical time, would have cured the difficulty, but under a mistaken notion that the only way to be busy is to continue doing one thing until it is done, this poor girl received a lifelong mental injury.