

The snow had just come ; and in nearly every department of work that day some reference was made to the white robe that so delicately enshrouded the earth. A gray squirrel danced about in his cage in a first-grade room, and goldfishes swam about in their tanks, as if delighted to be with so many beautiful children. The teachers were pleased to talk about their aims, and phases of their work ; they had no secrets, but an all-powerful love for their pupils.

"How do you manage to secure all first-class teachers?" asked Mr. Clayton of the principal.

"Well, I recommend to the board those I know to be good, I impress upon the members individually the great desirability of a good education for their children, and that the only way they can get it is to elect the best teachers they can procure ; and the board generally works with me very nicely. There is a certain *esprit de corps* among the teachers that we strive hard to maintain and stimulate.

The atmosphere of this school was saturated with love. The teachers were imbued with an earnest desire to develop the divine elements in the children. They cultivated the plants so assiduously that the weeds had little opportunity to spring up. They breathed an inspiration into their pupils that caused them to surmount the obstacles in their course by the very fervor of their enthusiasm. It was a school such as Pestalozzi dreamt of, and reminded one of

"An Eden
Like the heaven above."

P. S.—This principal's salary was \$1,000.—*H. Krebbs in N. Y. School Journal.*

Hints for Teachers.

To know what to do, and how to do, is a want felt by the great majority of teachers. If we ask the question and are told what to do in one instance, the question often has to be repeated and directions given for the next step. The first thing then, for the teacher to do is to get as clear a conception as possible of the aim of school work. As teachers we are all engaged in education, and should formulate in our minds a definition of education that will be a worthy goal toward which we may push forward with intelligent zeal ; a goal which we can keep in view and say with all truthfulness and enthusiasm, "I press on toward the goal unto the prize of the high calling." Such a worthy aim is found in Ruskin's definition of education, "The leading of human souls to what is best, and making what is best out of them.

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The teacher wants more definite direction. Then here, if your school is in or near the country, have the

pupils bring in specimens of all the nuts that can be found in the woods, have them bring also, a small branch of the tree, or at least the leaves. Give the children an opportunity to tell all they know about these nuts, it will be a practical lesson in language, and will be leading them to the best use of language. Have different specimens of wood brought, draw from the pupils all they know about wood and its uses, also, their knowledge of the sizes of different trees. This will give the older pupils a chance to compute the amount of valuable timber in a tree. It will naturally lead up to the question of forests, the time of their growth, the advantage of forests to a country, and the means used for their preservation. The question will also arise as to what climate has to do with the growth of trees. The beds of coal, the different kinds and their formation will naturally come up for discussion. We see how a simple talk about an acorn, a chestnut, a hickory-nut, a beech-nut, or any of the common nuts of the forest, will lead the mind to the consideration of all that is best and most practical in all the grades from kindergarten to university. Under the direction of a wise teacher the soul may also be led to what is best, and what is best made out of it. Take an acorn, consider the beauty of its unique formation, have the children draw a picture of it, consider the causes of its shape, if you can learn them, why there is meat in the nut, plant some of them, watch them grow, and the soul that is wisely directed will come to reverence the power, the intelligence, the wisdom, the love that caused the formation of an acorn.

This will be educating, leading the human soul to what is best and making what is best out of it. This is the kind of work to which pupils have a natural born right. As teachers we must be broad minded, liberally educated, refined and cultured, able to feel, to know the spirit of the good Father, who loves all his children and who animates all nature. We must grasp the fact that :

"Earth's crammed with Heaven,
And every common bush afire with God ;
But only he who sees, takes off his shoes."

—*C. R. Morford in Educ. Gazette.*

Here is the latest story of Mr. Gladstone. The venerable statesman was asked on the eve of his departure for France whether he did not think his continuous reading and literary study might have had some undesirable effect on his nerves, and given rise to his neuralgia. "My dear sir," replied Mr. Gladstone, in a tone whose seriousness was not stimulated, "can you imagine what would be the condition of my nerves if I were compelled to do nothing?"