

THE THREE KINGDOMS.

King Frederick William of Prussia walked in the fair green fields one day. When trees and flowers were fresh with the life that wakes in the month of May.

And as he walked, 'twas with joy he saw the violet's shady bed. The primrose pale, and the wood-dancer fair, and the birch-tassel overhead.

Well pleased was he to have left awhile Berlin's gay and crowded street. And forget for a time his kingly cares 'mid the blossoming hedge-row's sweet.

And lying aside his royal robes, unobtruded to walk abroad. To learn, from the beauty of fields and flowers, new lessons of Nature's God.

Spring sunshine flickered across his path, as he strode through the leafy glade. Till he came to a glen where a jocos group of village children played.

Shallows and dappled with water lilies, as happily as happy would be. And the King looked on till his heart grew gay their ecstasy to see.

He called them to him all round him there, in the noisy, flower-strewn dell. And soon they came clustering about him, for they knew his kind face well.

Then, smiling, he held up an orange that there shone in his hand to be. "To which of the three kingdoms does this belong, my little folks?" said he.

There was silence awhile to the question, till a bright lit the fellow said. "In the vegetable kingdom, your Majesty." The King he nodded his head.

"Well said!" quoth he, "right! Now the orange shall be your own, my little man!" "No, no!" said the King, "and his mother and me too."

Then gaily the King to the smallest a crown-pearl held up to view. "Now to which of the kingdoms does this belong? Who guesses shall have this too?"

"To the mineral kingdom, your Highness," a little lad quickly replied. As the silver coin in the sunlight shone, so sparkled his eager eyes.

"Well answered, so here's your crown," said the King, and placed the crown on his hand. While around him the other children delighted and soon were laughing.

"One question more, I will ask," said the King, "and his mother and me too. Now tell me, my little people all, to which kingdom do I belong?"

In the group of little ones gathered there stood a tiny, dimpled child. Full of thoughtful grimace was her childish face, like a starry primrose seed.

Whatfully gazing into his face, with an earnestness sweet to see. Simply she answered the King, "I think to the Kingdom of Heaven," said she.

King Frederick stooped down, and in his arms took the little maiden there. And kissing her brow, he softly said, "Nanny, dear child, Amen."

WHO EDUCATES A WOMAN EDUCATES A RACE.

Young Ladies of the Normal Class.—I did not at all realize when I promised your principal to say a parting word to you here in your own school-room, that it involved unweaving my head in the presence of the elders, and if I venture to keep my promise at all it is because the habit of obedience to school authority is apt to linger beyond the period of school life.

It is not easy to say anything new on these occasions, nor is it expected. The glow of pride and pleasure I see in the countenances of these parents and friends, your own delight in having reached the goal of their month, well-desired, much patience and anxiety, tell me that even commonplace remarks will borrow interest from the occasion.

The theme for the shortest of sermons is an old line, borrowed today from Anna Brackett's excellent book on the education of American girls. "Who Educates a Woman Educates a Race." I wish to magnify as much as possible the work of this special school, begun as an experiment by this man of faith and works (John Swett), with the never-to-be-forgotten help of these fathers (the Board of Education), who builded better than they knew. The normal school trains the educators of the educators, a hierarchy of three orders, with a base of coal as humanity, the universal motherhood.

Were it possible to secure enlarged opportunities for what is essentially normal instruction with the means now at command, if public opinion was yet sufficiently enlightened to demand it, I should ask that the finishing year of every girl might be one of instruction and practice in the best ways of putting her acquired knowledge into actual use. We have training schools for nearly every calling except the most elevated and important—that of maternity—and are now beginning to ask whether a young person can be considered qualified to take a woman's place at the head of a family or a school who does not know how to instruct, without having been herself instructed in the philosophy of the orderly development of the faculties during infancy and childhood.

For lack of this there is a want of accord between home and school education, whereas each should be the complement of the other. If mothers and teachers stood in a true relation to each other, they would form a co-operative association for every school and effect a saving of the power now wasted in the correction of mistakes. I have often thought that mothers institutes might be made as profitable as teachers institutes if we had any means of commencing attendance, an idea already wrought out to some extent in the kindergarten associations springing up in some of our cities. In such associations conscientious mothers learn how to "live for their children," in the joyous exercise rather than the sacrifice of all that is pleasurable in their own lives.

It is a great mistake to think that the normal school will only benefit those who expect to make teaching a profession. However indispensable it is to them, all that relates to primary instruction would prove equally useful to all young women. In every city, therefore, as well as in specially endowed State institutions, there should be ample provision for such training. The normal schools of some of our Eastern cities are models worthy of imitation here whenever the demands of our growing population indicate that our greatest need lies in that direction. At present, the facilities afforded by a class like yours meet the emergency, but

we should have associated with this, provision for a model public kindergarten and a training school for kindergartners.

Special interest attaches to the graduation of this pioneer class of normal scholars. I congratulate you, young ladies, not more heartily than I do your parents that you have had that great blessing in study, a definite aim, a distinct purpose, which is now so far attained that you are accredited as fully prepared for the work of instruction in the home or in the school. During this finishing year you have often had occasion to notice how differently knowledge comes to us which is to be put to immediate use—facts and principles appearing as links in a chain, with which we are to do our heavy work, which must be strong in every part. This is quite different from the pursuit of general culture. Remember this experience when you go out to teach.

The practical basis of Froebel's method is found in the words "We learn through doing." Some of your professional knowledge has come in doing your work as scholars in the best way, but most of it will come in your experience in teaching. You will invent, adapt, vary the methods with which you have been made familiar, according to the new and different circumstances in which you are placed.

Education is not a fixed quantity to be measured; the circumstances of each generation of children change with the changes in social conditions. The teacher should be in full accord with the movements of her own time, in sympathy with the impelling ideas which create these movements.

One of these new ideas of education, as distinguished from anything heard by teachers of the last century, is education by play, or in other words, the organization of the spontaneous activity of childhood into a means of education, which the child gains for himself. The teacher who understands this, turns the activity, the boundless, restless energy of childhood, into discipline gained in the happy exercise of its physical, social and moral nature, by paternal



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guidance instead of arbitrary rules. Liable, senses, all the organs of body and mind, move under an impulse of a higher will, communicated by the teacher who is at the same time friend and play-fellow. Froebel's methods call for peculiar qualities in the teacher—for originality, inventiveness, sympathy, and above all, insight into individual peculiarities and dispositions.

I rejoice to see that the interest in kindergartens is spreading of this coast. San Francisco cannot long maintain her educational reputation without introducing it—the first step is costly, but elsewhere has proved the highest economy, as in St. Louis, where the private kindergarten, established by Miss Blow, has developed 18 public kindergarten schools, supported from the city treasury.

Education by play should gradually be developed into education by work—an educational idea by no means as new as the other. Our common and public schools being established for the masses, should be made directly serviceable in the elevation of the masses of laboring men and women. As we live where the wheel of fortune turns swiftly and with notoriously erratic movements, work may be considered as the universal fate, nor is it an adverse fate, either, if we believe that the Great Teacher taught wisely in saying, "He that would be greatest among you, let him be your servant." This great doctrine of human serviceableness should underlie every scheme of education; should be the spring of every teacher's efforts.

The certificate you gain to-day enrolls you in the noble army of workers, and marks your transition from the receptive to the responsible and active period of your lives. Dr. Chalmers would have said to-day from his pulpit: "Short of the question which touches the goal of their immortality, none are more interesting than those which bear upon the temporal well-being of the people, and there cannot be a more interesting inquiry relative to any interest, this side of death, than how to elevate by means of well paid industry, the general platform of humble life, so that the ground floor of the social and political edifice shall be overspread with a well conditioned population." Needs!

Improvement is one of the ends of public education.

Mr. Channing would have said to you, "Manual labor is a school in which men are placed to get energy of purpose and character, a vastly more important acquirement than the learning of all the schools."

The elevation of labor, its intrinsic dignity and worth, should not be lost sight of by the teacher. "An endless significance lies in work. Man perfects himself in working." There are many ways in which this doctrine can be taught outside of technical schools. You will lay the foundation for the proper training of workers in such schools.

Mr. Greeley said, and we have his words waiting for a more thorough enforcement of the principle that every child should, in youth, be trained to skill and efficiency in some department of useful, productive industry, can we hope to banish able-bodied pauperism, with its attendant train of evils, vices and sufferings, from the civilized world."

As you take the precious and costly materials of your work into your hands, to be molded and shaped into the men and women who will take our places in society, I hope you will write these principles upon the sensitive tablets of children's hearts. The end of your work is not mere social improvement, the abolition of vice and crime, increase of comfort, increase of culture, improvement of morals, manners and tastes.

Without these objects in view, the product of your labors will be cold, hard, merely intellectual. Knowledge by itself fertilizes nothing, unless its reservoirs are warmed by the affections. Then acquisition becomes synonymous with growth. Direct the growth of your pupils toward high ideals, their branches toward uses; and you will need to grow continually this way yourselves, if you ever feed with living truth the Lord's little ones.

SUGAR AS FOOD.

Harm has been done by propagating the notion that sugar is injurious to the teeth, by diverting attention from real causes of destruction or decay. The eating of any amount of pure sugar cannot injure the teeth directly, because it has no residue, it is wholly dissolved and passes into the stomach.

But let it be remembered that the practice of eating sugars or candies or any other sweet-meats largely, will inevitably cause a disorder of the stomach and generate gases there, which will speedily undermine the health of the teeth.

By insisting too much on the fact that sugars and candies destroy the teeth, an impression will grow that if these are mainly avoided, the person so doing will have good teeth, and this leads the mind away from the necessity of keeping the mouth clean and the stomach healthy. If these things are well done, and the teeth are kept plugged in a finished state, teeth naturally or hereditarily "poor," may be kept in a good state of preservation for many years.

All forms of dyspepsia have a direct tendency to destroy the teeth. Whatever causes acidity of the stomach is ruinous to the teeth. A tablespoonful of the purest syrup of loaf-sugar, taken three times a day before meals, will destroy the tons of the healthiest stomach in a very short time. And when it is remembered how many patent medicines are made up in the form of syrups and sweet luzeams, and how common the use of them has become, it need not be wondered at that every second or third person met on the street knows the meaning of "sour stomach" or dyspepsia.

So far from sugars and pure candies injuring the teeth or the health, they would, if used wisely and in moderation, as sole desserts, be actual preventatives of both; especially if alternated, as desserts, with fruits and berries in their natural, raw, ripe, fresh, perfect state, by banishing from our tables the pestiferous pie, the leaden pudding, and pastries and cakes of every name, which, as desserts, always tempt to excesses which lay the foundation for diseases which torture for a lifetime, or bring speedily to the grave.

Let the spirit of this article be distinctly understood. Pure sugars and candies do not injure the teeth, except indirectly, by their injudicious use in exciting acidity of stomach or dyspepsia, as will any other kind of food, or drink, or beverage, if extravagantly used.

At seasons of the year when fruits and berries may not be had, ripe, fresh, and perfect, as desserts, pure sugars and candies may be used as such in their stead to great advantage, because they are healthful, being warming, nutritious, and agreeable, hence, as a table article, they are very valuable, while the almost universal love of them shows that they were intended to be eaten. If a child is not allowed to eat anything containing sugar it will sicken and die in a very short time. Children need the carbon, the fuel contained in sugar to keep them warm; without it they would perish from cold; hence the love of sweet things is an instinct, implanted by the kind and wise Maker of us all for the child's preservation.—Hall's Journal of Health.

A SCHOOL OF COOKERY IN NEW YORK.—Down stairs, in an ordinary kitchen, I found a group of ladies, in street costume, sitting around a common kitchen table. At one end stood a pleasant-looking young man in a cap, jacket, apron, and wristbands of the whitest linen. The lesson for the day had already commenced, and savory odors, as well as the sputters and bowls, in which were a variety of ingredients in different stages of combination, testified that the work was really going on. The chief, while using knives and spoons with a marvelous deftness, was giving clear and explicit explanations, which the ladies were taking down with pencil and paper. A fowl was dressed, eggs were beaten, fat was heated, and fish was fried, and not a spot nor a splatter touched the apron or the jacket, nor ever even the wristbands. There was no "mess" on table or floor, and everything about the place and the person was as appetizingly neat. It would be well if every housekeeper could be present at one such kitchen-meeting to see how cooking can be done tidily, and it would be worth a great many more dollars to us than the course of cooking lessons cost if sending our cooks there would inspire in them any appreciation of the positively delightful way in which a kitchen might be managed.—Christian Union.

WOOD PRESERVED BY INJECTING TANNATE OF IRON.—We read in the Journal of the Franklin Institute that M. B. Bois recommends Hatfield's process, which is based on an ingenious idea. The tannate of the protoxide of iron, which is soluble, absorbs oxygen rapidly from the air, and is transformed into insoluble tannate of peroxide. The operation is two-fold: first, injection of tannic acid; second, injection of a protoxide of iron. For this purpose pyrogallite is used, which combines the advantage of cheapness with that of not injuring the woody fibers. The injection is made in close vessels, with the same apparatus as for creosote. The inventor claims the following advantages: first, the complete insolubility of the tannate of peroxide, seems to give a complete guarantee of durability; second, the injection is made as to yield a great excess of tannic acid, which, being free, coagulates the albumen of the wood, tanning it, to speak and transforming all woods into a kind of oak, very rich in tannic acid.

OBIGATION TO STOP TRAIN TO PREVENT ACCIDENT.—In the case of Morgan against the Pennsylvania Railroad Company, the Pennsylvania Supreme Court held: "A failure to stop a train, when a child is seen on the track in front thereof, is not necessarily and in all cases negligence on the part of the railway employees. Where a child, on the track in front of an approaching train, evidently saw its danger in time to escape, and attempted to run off the track; held, that the engineer had a right to presume that it would succeed, and to run his train accordingly. Held, further, that where the child, in such case, was prevented from escaping by an unavoidable accident, occurring too late for the engineer to stop his train, the railroad company was not responsible for running over it."