ployed to paint the interior of a house saw one day a picture hanging on the wall, and heard the owner incidentally remark that it had cost a thousand dollars. He took careful note of the various colors used, obtained a canvas and set to work to make something of equal value. After months of work he asked the owner to look at his production, and estimate his worth. "That is not a work of art; it has no value" was the verdict. And yet it had as much blue, as much red, as much yellow as the other; and undoubtedly far more toil had been spent on it.

Two teachers may have each a half hundred boys and girls of all ages, each has the same amount of knowledge as far as an examination can disclose it, but one does a work a thousand-fold nobler than the other. One addresses the spiritual side of the pupils, the other leaves it untouched. It may be that this is done unconsciously; it may be that he is as needy for the money stipend as the other, but the fact remains that he has touched springs of motive wholly left alone by the other.

It is reasonable when it is thought over, that a person may be shut up for days with a company of youth, and the ostensible purpose be a knowledge of grammar, geography, or mythology, and yet something else be learned that makes heroes, which the grammar and geography assuredly would not. In the school-room at Eton one sees the name Arthur Wellesley cut deep into the oakwood by the hands of the boy who as man was the Duke of Wellington; and he wonders how the influence that made him so great was imparted to him along with lessons in Latin and Greek. For we will believe that there was a human agency in these things. It is an inquiry that men make an object of serious study —how did this thing, this world, this man, this manner of thinking originate?

Ruskin, speaking of woman's education says: "It is of no moment to her own worth or dignity that she should be acquainted with this science or that, etc., etc., but it is for her to trace the hidden equities of divine reward . . . . to understand the nothingness of the preparation which this little world in which she lives and loves, bears to the world in which God lives and moves, etc." This and much more he says to endeavor to impress on all people to get below the surface of things and live for the real and immortal. And this is the high ground the teacher must stand on day by day, and from this he must teach, and on it he must bring his pupils. "And honor without fail," says Rossetti. There are certain things that must be, no matter what is done or left undone; great is that teacher who, as the multiplication table is being learned, knows as surely that honor is also becoming an object of adoration by the child.—*The School Journal.*

A GREAT SCIENTIFIC DISCOVERER. —Prof. Hermann von Helmholtz, the celebrated physiologist and physician, died of paralysis in Berlin on Sept. 8. His greatest work was a treatise on "The Conservation of Force," published in 1847, which set forth, for the first time, the interchangeability and indestructability of all the manifestations of force in nature, such as light, heat, electricity, chemical action, and animal vitality. He showed also for the first time a difference in chemical composition between the active and quiescent muscles, and proved, by means of ingenious devices, that thought is not instantaneous. Perhaps this century has produced no greater scientist than he was. In 1883, the German emperor conferred on him a title of nobility.—*Our Times.*