

## NOTES FOR TEACHERS.

RELIGION IN SCHOOLS.—Quite a number of our readers are anxious to know our position on the question of religion in schools. We wish to say once for all that we believe in it. We do not believe in *sectarianism* in schools, but we do believe most earnestly in religion in them. No great teacher has ever lived who has not connected religion with his teaching. Think over the list—Pythagoras, Socrates, Plato, Aristotle, Cicero, Quintilian, Comenius, Arnold, Horace Mann—all have been *religious* men. Have we to take up the space of this paper to tell our readers what *religion* is? We have too much respect for their intelligence to attempt it. If there is a God then there is religion, and if there is religion there is morality. Conscience is the law of God written on the hearts of men, and there can be no morality without conscience. The most deeply religious men that ever lived were Seneca and Epictetus, but they were not religious as Paul was. The Christian religion, we believe, is especially divine, so we would teach it in all our schools; but Epictetus' religion was infinitely better than no religion at all. Buddha taught a pure morality because he was deeply religious. He was right, as far as he saw the right. Had he been more enlightened he would have accepted a better religion. Sweep all religions from the world, and you sweep all morality away too. Will some opposer of these sentiments send us a definition of "the right" and "the wrong." We should be pleased to read it.

AN ACT OF POLICY.—It seems to us that the time has come when the cities and larger towns of the country should initiate some method by

which teachers can be retired upon a living income. It is surprising the number of "leaves of absence" that that are granted on account of ill-health by the school boards of our cities. Every one of these permits means a class more or less demoralized during the greater portion of the absence of the teacher. These absences, as a rule, come after a long service, when the nervous system of the teacher has become permanently injured, and when it would be better, both for the instructor and the school, that the teacher should be permanently retired. But school boards, whatever may be their other faults, err here on virtue's side. Teachers are retained year after year to the disadvantage of the children, simply because it does not seem right that a teacher who has worn down her nervous system in the service should be heartlessly discharged. And it is right that committees should be thus kindly disposed. The fault is, that they do not invent some way by which these teachers can be retired when the time of failure to serve acceptably comes. After tenure, this is the next question which all who are friends of the profession should push to the front.

SINCE the last issue, Sir John Lubbock has been talking about educational matters, and, as usual, been talking with the sound common sense that marks his words on most subjects and most occasions. One remark of his, however, may be misconstrued by some people, namely, that "it is always assumed that girls can learn more than boys." Yet, in a certain sense, this is undoubtedly true. It seems to be an acknowledged fact that girls do not require so much time