

with at least one branch of Natural Science. It is really sad to see how little country people in general know of the world around them. Those who are observing indeed, sometimes have a large store of isolated facts of value, or which might be made of value by the crystallizing touch of a slight scientific framework. Now, there is little time to teach science in a common school. The teacher could at best do little more than encourage the pupils to bring in specimens of the wonders of their own village, and perhaps give them an occasional talk about them; but there are several reasons why this beginning is all-important. Especially is this so because of the present tendency to crowd into

cities, partly from the desire to make money and partly because there is so much that is entertaining in city life.

This tendency cannot be corrected by either philosophy or preaching, but can only be met by such a system of cultivation as shall add to the attraction of the country. A naturalist will gladly forego the allurements of the city in order to follow his favorite pursuits.

We have thus far given only the leading educational qualifications of a country school-teacher. The desirable qualities of mind and character may be considered in another paper. —*New England Journal of Education.*

THERE are real heroes in the world who reveal themselves by their noble minds, lofty purposes, and a firmness of resolve which knows nothing of failure. It is true: at the struggle towards a nobler and higher life is a constant effort to free ourselves and the world from whatever is wrong in principle or false in action; therefore, while any evil remains to be overcome, this work will need to be done. The strife will never cease until complete victory is secured. To the real man or woman intent upon this, mere life and death in themselves are things indifferent. It never enters into calculation, inasmuch as life itself is precious only in relation to its object and its end. To attain the one purpose is enough. If the end is reached, whether it is by a long or short journey, is a secondary matter. The only source of satisfaction is that which will enable us to say, even if cut down at a moment's notice, "Thank God, I have done my duty." —*Teacher's Mentor.*

BECAUSE the teaching of our schools is non-sectarian, it need not therefore be non-religious. There is a religion which lies outside of the sects, which embraces them all. Our Government was the first to repudiate Church and State, but it did not thus repudiate all religion, by any means. On the contrary, it then showed the world for the first time a wide view of religion, a view that took in all sects, that covered the weaknesses of all with a mantle of charity, and then perceived only the good of which all have a share. Sects may perish, but religion lives. And that religion which as a law of love and holiness, works in the individual character, eliminating its imperfection, and moulding society through its influence over the individual, this religion holds its power over the hearts of men, whatever the changes, rise and fall of sects may be. This religion might be daily taught in the schools, with no one to say it nay. Let the teacher prepare to impart and exemplify it, and few will murmur and none forbid. —*The Present Age.*