

write. They gained an easy victory over the Austrians because they opposed general intelligence to physical force. Prussia is now the strong hold of Protestantism in Europe, and the day is not far off when she will be made the most powerful and prosperous country on the Continent.—*Congregationalist and Recorder.*

COUNTING FOUR HUNDRED MILLIONS.

A writer thus undertakes to convey some idea of the greatness of the population of China; "The mind cannot grasp the import of so vast a number. Four hundred millions! What does it mean. Count it. Night and day, without rest, or food, or sleep, you continue the wearisome work; yet eleven days have passed before the end of the tedious task can be reached." He also supposes, this mighty multitude to take up its line of march, in a grand procession, placed in a single file at eight feet apart, and marching at the rate of thirty miles per day, except on Sabbath, which is given to rest. "Day after day the moving column advances; the head pushing on toward the rising sun, now bridges the Pacific, now bridges the Atlantic. And now the Pacific is recrossed, but still the long procession goes marching on, straight across high mountains, and sunny plains, and broad rivers, through China and India, and the European kingdoms, and on the stormy bosom of the Atlantic. But the circuit of the world itself affords not standing room. The endless column will double upon itself, and double again and again, and shall girdle the earth eighteen times before the great reservoir which furnishes these multitudes is exhausted. Weeks, months, and years roll away, and still they come, men, women and children. Since the march began the little child has become a man, and yet they come, come in unfailling numbers. Not till the end of forty-one years will the last of the long procession have passed." Such is China in its population; and if Homer could preach eloquently on the vanity of man as a mortal, with equal eloquence, had he seen or contemplated the millions of China, could he have preached on the vanity of man as an individual!

TIME AN ELEMENT IN EDUCATION.

IN the eager inquiry for new and improved methods in the work of Education, we are in some danger of forgetting that mental, like vegetable growth, is a slow process. We sit by the oak and watch in vain to see it grow. But silently and without observation the process goes on until the slender sapling has become the mighty monarch of the forest. That is but a mushroom cultivation whose only thought is to "get along fast"—to put the pupils through hundreds of pages in a single term. The process of "cramming" is mental gluttony, and gluttony is not the source of healthful development. Take time to do well what is attempted. Beware of superficiality in your school work, teachers. Work by the day and not by the job. We all know what the latter means in carpentry. Hurry, slight, botch the work—rush it through in a period too short to admit of thoroughness. Result,—swift downfall and decay. Take time—take all the time needed for securing a result as nearly perfect as imperfect humanity is capable of attaining. Such work will do to build upon—upon such a foundation may be reared the superstructure of a true and noble manhood and womanhood.

A MILE IN DIFFERENT COUNTRIES.

The following statement of the number of yards contained in a mile in different countries will often prove a matter of useful reference to readers:

A mile in England or America, 1760 yards.
 Mile in Scotland and Ireland, 2200 yards.
 Mile in Russia, 1100 yards.
 Mile in Italy, 1467 yards.
 Mile in Poland, 4400 yards.
 Mile in Spain, 5028 yards.
 Mile in Germany, 5866 yards.
 Mile in Sweden and Denmark, 7233 yards.
 Mile in Hungary, 8800 yards.
 A league in England or America, 3280 yards.

At a convention of the Board of Governors of Acadia College, Nova Scotia, the degree of Doctor in Divinity was conferred upon Rev. William F. Stubbart, of Bloomfield, N. J. An honor worthily awarded.

TEACHER'S WORK.

THE work of the teacher is two-fold—government and instruction. Children congregate at the school-house from a great number of widely different homes, as representatives of the parents who send them, and, unlike political representatives, are generally true to their constituents. So far as they have thoughts, feelings and prejudices, these are identical with those of their parents. There are, of course, a few exceptions, but in general the statement is true. The teacher is expected to take this conglomeration of material, and evolve therefrom in an incredibly short space of time, polished jewels fit for the social or commercial market. Each child, if not already a diamond, is in process of crystallization and needs only the smiles and persuasive glance and flattering word of an approving teacher to complete the process. Such are feelings of the parents and consequently of the children.

Widely different are the thoughts of an impartial teacher as he looks upon the mass before him: to his penetrating glance, some are mere sand and clay, some soil, others iron ore, a few silver ore, still fewer have traces of gold in them, and possibly one or two are undergoing crystallization into jewels. After discerning the material, comes the labor of refining and polishing. Each one is to be held firmly to his work till he is master of it—till his mind grasps and possesses what is presented to it and is capable of using, whenever occasion requires, the principles he has studied. And right here is where many teachers fail. Eager to have their pupils go over much ground, urged to do so by patrons, and expected by a school board to make an advancement that can be estimated in pages, they do not apply the test of mastery to their pupils—*use*—and hence nearly all that has been lodged in the memory by former efforts is brushed away by later committals, till pupils know nothing except the last thing studied, and that is shockingly mixed with preceding lessons. Teachers are apt to become satisfied if pupils simply commit and are able to repeat the *dictum* of an author, thus precluding the action and hence the development of the faculties whose exercise and growth constitute education, and practically admitting that a given amount of knowledge learned is education. This kind of instruction, if it makes anything, makes learned fools, completely obscuring common sense, which is but the symmetrical and natural development of the faculties. All the improvements of the age "serve to illustrate the superiority of wisdom and sense to mere learning, when dissociated from those qualities and powers which can bring it into relation with the practical questions and every day life of our time." The world recognizes this by chiselling into proverbs such sentiments as these:

"Wisdom does not always speak in Latin and Greek."

"A mere scholar at court is an ass among apes."

"A handful of common sense is worth a bushel of learning."

The true teacher feels this, and is willing, for the time being, to combat the cherished notions of parents and children, to labor to correct them, and, if possible, lead the parents to see the condition of the children, the work to be performed, and the great end to be attained, as they are seen by himself. He will thus secure their cooperation, and awaken new and juster aspirations in the breasts of his pupils. He can then shape, mould and press to suit his material, and develop it after its kind and order.

It must not be his aim simply to hear recitations, however finely they may be conducted, but to combine what is taught into a system of knowledge. He must be confident that he has a system of his own or he cannot construct one for his pupils. The relativity of knowledge should be well understood by him.

To do all this requires another element not enough considered in scholastic labor. There must be something more than a habit of receptivity on the part of pupils; they must be active seekers for knowledge, they must be inspired with a love for it, they must be flushed with enthusiasm, they must be impelled by their own sense of right and duty, or they will never attain any considerable degree of culture. There must be a force within, ever active and ever increasing, that impels to activity, to obedience, and to the proper performance of every duty, or there will be no education. That force is moral character. It is to the individual what steam is to the engine, or electricity to the telegraph, or attraction to the matter of the earth, or to the stellar atoms of the universe. Arouse this nature, and all the forces of the pupil's being are enlisted in service, and every faculty is induced to perform the desired effort. It is the teacher's most efficient auxiliary.

The teacher with these aims in view labors from the earliest dawn of the child's intellections, feeding his mental life with food suited to its nature and growth, leading him forth into the broader field of abstractions, filling his soul with motives of love for the right because it is right, and hatred of the wrong because of its injustice, introducing him into the universe of knowledge which has its centre in the Great First Cause, he may safely trust him to the instruction of that Providence which rewards all according to their merits, for the purification that makes jewels of common element, and brilliants out of the dust of the earth, to place them in the walls of the eternal city, where they shall shine as the stars forever.