

schools in America. There was probably never before so fine a body of men and women engaged in the work of school-teaching in America as to-day. There is no class in the community whose aims are higher, whose devotion is greater, or whose moral influence is more extensive or salutary; and what the teacher is, the school is. The greatest factor in the moral life and culture of the school, whatever books are conned, there will always be the high-minded teacher. Keep the high-minded teacher in the school, inspire the teacher with a proper sense of his vocation, and moral education will radiate from that teacher, whether the subject before the class be the Ten Commandments or the rule of three. Let this also be never forgotten: that far more moralizing than any particular study of morals in the schools is the very life and regimen of the school itself. This, if the life and regimen be worthy at all, is what—day in and day out, year in and year out—is training the child to habits of punctuality, obedience, order, neatness, attention, industry, truthfulness, respect for others, and appreciation of merit, as no amount of definitions of obedience, attention, and the rest, or of study of

such definitions, could ever do. And this, we take it, is what is desired when we talk of moral education in the schools—such education as shall make obedient, industrious and truthful boys and girls who can tell us cleverly and accurately what truth is, and what industry is, and what obedience is. We are of those who distrust the good of very much direct moral teaching in the schools—very much analytical study, we mean, on the part of the young folks, of the subject of duty and duties. We would not say absolutely that moral science, well presented, has no place in the public school, in the high school at any rate; but we do believe, generally speaking, that it is a study of very questionable advantage there. We hear much said nowadays, sometimes too much, about making education concrete. If there be any place where education should be concrete, it is in what concerns the moral education of boys and girls. What is wanted here is inspiration, something that shall kindle the sense of duty, something that shall give aim and impulse to the larger and better life, something that shall give the public and generous spirit, instead of the selfish and private spirit.—*New England Magazine.*

## GEOGRAPHY.

1. A NAME FOR A PART OF THE PACIFIC OCEAN.—That part of the Pacific which lies between the east coast of Australia and Tasmania on one side, and between New Zealand and the Northern groups on the other, has never had a distinctive name. The Australian Association for the Advancement of Science, has now given to this basin the name, Tasman Sea. The British Admiralty has approved of this name, and ordered that it be inserted on the admiralty charts.

AN ANCIENT FOREST.—During the late violent storms in the Channel the sea washed through a high and hard sandbank near St. Malo, nearly thirteen feet thick, laying bare a portion of an ancient forest which was already passing into the condition of coal. This forest at the beginning of our era covered an extensive tract of the coast; but with the sinking of the land it became submerged and covered up by the drifting sand. Mount St. Michael once stood in the middle of