

everyday life. Let the boys be shown how they can best become useful citizens, and the girls thrifty and competent helpmates.

It is not the purpose of this paper to do more than to indicate what the change in the system of education should be. The details may be left to the direction of those best able to arrange them, the objects aimed at

being kept constantly in view. If the curriculum suggested is made one of the principal features in the future training of the young, there is good reason for hoping that a new era may be established which will do much to sap the growth of habitual offenders, and materially reduce the crime and disorder so common among the very poor.—*Blackwood*.

NATURE STUDIES.

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WHAT educators call "nature studies" receive more than their just share of attention. We do not believe that they are entitled to so much time and study as are accorded to them now in the curriculum of our public schools. They seem to have been taken up, in the first place, because certain great men and women—poets, authors and scholars—caught the inspiration for their life-work from their environment. They were born and reared where grand scenery awakened admiration and wonder, enthusing them with higher and nobler thoughts and aspirations than otherwise would have been possible. Because this was true of a few geniuses, it is, unfortunately, concluded that all young people may become similarly inspired by the study of Nature. In consequence, time that is indispensable for the fundamental branches, without which neither boy nor girl can be fitted for the practical duties of life, is devoted to "nature studies."

When Chief Justice Marshall was a youngman, he made a journey through that part of Virginia in which Patrick Henry was born. Deeply impressed by the mountain scenery, he exclaimed, "What a grand sight! How soul-

inspiring and thought-producing! No wonder Patrick Henry was an orator; no wonder he was eloquent; how could he have been otherwise, reared amidst such sublime scenes as these!" An old farmer, standing by, said, "Young man, those mountains have been there ever since Patrick Henry was born, and there has been no orator like him since."

The farmer was a philosopher. He saw that the whole population of that region, for several generations, had been "reared amidst such sublime scenes" without waxing eloquent at all, and, therefore, young Marshall's remark was pointless to him. If that wonderful scenery could grow oratorst a crop of only one needed explanation. He believed that Henry was a *born* orator, and his environment might have helped to develop his gift; and that the reason no more orators appeared on the scene was because they were not born.

This is a very instructive fact. Those "sublime scenes" might have inspired Henry to nobler deeds, and they might not. It is quite certain that the exciting and stormy events of his youth, culminating in the struggle for American independence, brought