

one seeks to avoid. But, unhappily too many seek in a wrong direction. They must cast out rashness, and all her sister qualities, and thus make room for discretion. Of course discretion and rashness cannot exist together. They were not intended for any such purpose. If a man have discretion he cannot have rashness; and where discretion is not found, there is always found rashness. Choose then between them—the one leading to misery, the other, the only true road to happiness.

But there are other directions in which the advantage of discretion is worthy of notice. Other directions! In fact in whatever direction one turns his eyes, this advantage meets his gaze. But we have just now, in mind one direction, in which this advantage seems of more importance than in some others. The discreet man enjoys the confidence of his fellow-men. They trust him; look up to him, and hence he is a man of influence. To be able to truly say, that his fellow-men have perfect confidence in him, is some thing every one should strive for.

The more we compare discretion with indiscretion, the greater is the grandeur of the former revealed; and we are forced to say of discretion, that it is infinite in value, and yet easily acquired.

J. S. B.

COMPULSORY EDUCATION.

This is a subject which is being discussed to considerable extent in some parts of our country, and now demands the earnest attention of the people in general, as well as of those more particularly interested in educational affairs. While there may be a great many serious objections to the adoption of this system in Nebraska, yet it must be acknowledged that it is the only means by which we can insure the speedy diffusion of knowledge throughout the State. Though we may have magnificent school buildings, supplied with all the necessary furniture and apparatus, and employ the best corps of teachers the country affords; yet all these

means will be of no avail, unless these schools are patronized by those, for whose benefit they were intended.

The government has endowed us with liberal grants of land for the establishment and support of schools. And though there are schools now organized in nearly every inhabited portion of the State; yet, comparatively few of the youth, outside of the cities and villages, receive much benefit from them, for the very reason, that instead of being sent to school they are detained at home by their parents, through some selfish motive, and thereby deprived of the privilege of acquiring that education, which is the just right of every individual. The great necessity for education in this country, at the present time, cannot be over-estimated. For while so much ignorance lingers within the very heart of the nation, as at present, our liberty is in constant jeopardy.

It is said that intelligence and virtue are the foundation of the American Republic, and hence it follows, that ignorance and vice are its most formidable foes.

Notwithstanding our boasted system of public instruction, over one-sixth of our population, not including children, are illiterate:

And, further, under the present management of affairs, instead of overcoming this gigantic evil, we are actually losing ground. It is evident then, that something must be done, and speedily, too, to extend the means of education to every individual throughout the land. As the uncultivated cannot be the leaders of cultivation, it will not do to entrust this all-important matter entirely to the people. It is, therefore, the duty of the government, to take the affair immediately in hand. The necessity for a compulsory educational system is now felt and acknowledged by many of the prominent leaders in the cause of education, and until it becomes a law, the full benefit of our unrivalled system of public schools will not be realized.

B. H. C.