

Crooks, promised that he would endeavor to have this important subject taught much more generally in the public schools. We trust and believe that the new Minister will take more decided action in this behalf; and we respectfully urge upon him the importance of giving the earliest possible attention to the subject. In this connection we would suggest the construction of a MODEL SCHOOL-HOUSE in Toronto, say. We should like to see the Education Department, the Provincial Board of Health, and the City School Board, unite in the construction of a public school building on the most approved scientific plan as to lighting, warming, and ventilating, its drainage, plumbing, etc. It would be well to have it comparatively small, in order that it might the more directly serve as a model for school buildings in towns and villages. Such united effort for such an important object would not be impossible nor impracticable. There are several medical practitioners on the Toronto School Board, which of them will bring up the matter for the consideration of the board? The Department of Government might very properly grant a suitable sum to aid in its construction, while the Board of Health, with or without the coöperation of other medical men, and engineers and architects, could see that the whole structure be built and furnished on the most approved hygienic principles.—*The Sanitary Journal*.

COUNSEL TO YOUNG TEACHERS.

Rev. James Owen, in addressing the out-going students of Swansea College recently, gave the following useful and important advice:—

It is your business to call into exercise, and strengthen and improve, the mental faculties of the scholars. "I wonder," said a friend to a president of a college, "you do not weary of going over and over again the same dry and dusty path, the alphabet of mental and moral science." "That," replied the professor, "is because you are not a teacher. The investigator finds his enjoyment in exploring new lands; a teacher in developing new minds." It is said that there are two million acres of waste land in England, and which, if brought under cultivation, would add greatly to the material resources of the Kingdom. But how many acres are there of mental, and moral, and spiritual waste in England? It is your work to reclaim the waste, and to clothe its barrenness with beauty and fruitfulness. John Ruskin says, "There is just this difference between the making of a girl's character and a boy's; you may chisel a boy into shape, as you would a rock, or hammer him into it, if he be of a better kind, as you would a piece of bronze. But you cannot hammer a girl into anything. She grows as a flower does." I am not able to define the reasons for this distinction in Ruskin's mind; but I know that a flower, tended with care, becomes what it is capable of becoming, unfolds its beauty and loads the air with fragrance. So under the training of a conscientious teacher, who sets a right estimate on her work, many a little girl's character will be developed, and will be made strong and beautiful.

Let me urge upon you, then, the importance of taking your habits of study with you into active life. There is a danger of resting content with what we have already gained, and of thinking that it is quite enough to carry us comfortably through the world. Boys and girls too often leave the school, and think no more of what they learn there. Young men and women are sent to a college, or to a boarding-school, to "finish their education." There ought to be no such thing as "finishing education," but education ought to go on through life, to its very close. Of course, every one has his own powers and faculties, and he must be content with them. It can do no good to complain, if you have not the

sanctified genius of Emma Tatham or of Frances Ridley Havergal. But how few make the best of the powers with which they have been endowed! And all of us have reason to be dissatisfied with our attainments. There was a time when Spain held both sides of the Mediterranean at the Straits of Gibraltar; and she stamped on her coins the two pillars of Hercules (as the promontories of the rock were called) and the inscription *Ne plus ultra*, "No more beyond." But when a brave navigator sailed beyond these rocks, and found a new world of beauty, then Spain struck the word "Ne" from the coins, and left *plus ultra*, "More beyond." And you ought to take not *ne plus ultra*, but *plus ultra* for your motto. There is more beyond. Be ambitious to reach it.

Exercise a wise economy of time. No one in looking forward to coming years would calmly think of spending them in idleness; but we receive time in moments, and we waste the moments, and thus we gradually waste days, and weeks, and years. I am sure you do not waste time in college; your "time-table" renders it impossible; form a "time-table," and adhere to it, after you leave college.

"Give attention to reading," and so read as to make the book a part of your mental furniture.

There are some books that you can read rapidly; and if you skip them all the loss is not great. But the books that are worth reading are worth reading well. Speaking of Southey's "Peninsular War," Robertson, of Brighton, said, "It is better not to read at all than to run through such a book." And he added, "I have got a small popular book on chemistry, which I am reading now, of 160 pages. I have read little else for a fortnight; but then I could bear an examination on every law and principle it lays down. I read hard, or not at all." This is the proper way to read; read so as to remember, read so as to improve and enrich your mental nature. Make the book you read your own. I do not mean that, if it is a borrowed book, you are to keep it; and some people seem to suppose that the laws of morality do not apply to books and umbrellas. But make what you read your own by impressing it on your mind, by conversation with others upon the subject, by the use of note-books. In the present age of ight reading, of reading hastily, thoughtlessly, indiscriminately, unfruitfully, when very many books are forgotten as soon as they are finished, and very much sooner, it is well to lay stress upon this mental discipline. He who would seek goodly pearls must keep his eyes open; and he who would gain knowledge must throw his whole energy into the pursuit.—*Educational Record, London, (Eng.)*

THE PRINCIPAL.

In school-work, as everywhere in life, success depends on the proper organization of forces and wisdom in utilizing agencies. "The right man in the right place makes all things right; while the best man may be so misused as to become a positive obstruction." In nothing is the unwisdom of our graded school system more displayed than in the mistakes perpetually made concerning the principal. In one school his teaching power is wholly dispensed with, and he is let loose for the sole work of what is called supervision. There are schools, especially in communities where the graded system is a novelty and trained teachers are not easily obtained, in which it is necessary that the principal of a great building, for a time, should be wholly occupied in the supervision of instruction and discipline; spending a portion of each day in every room until the local teacher is able to handle her work effectively. But even this imperative duty requires wisdom and tact, or it will be marred by over-doing. The moment that fifty