

profession, whose lives are a power now—specially the example of the Supreme Teacher, whose wonderful sympathy and insight, whose skill in correcting, and power to call forth all the good, through that insight, we learn to feel more and more. With Him we should ascend the Mount, and see humanity transfigured with a divine glory, as it is in God's ideal; then we shall descend with the power to contend with evil, with the confidence that success may be realized through seeming failure, with the faith that—

“There shall never be one lost good.”

And if you are so happy as to know some inspired teachers of to-day, cultivate their friendship. We older ones can remember such, most, alas, passed for us out of sight, some to whom have been given keys of the kingdom of heaven, who have opened for us a vision of space, or time, or quivering atoms, who have helped us to see what the poets and prophets of our race have to reveal, who have enabled us to trace, as Bunsen has said, the march of God through the ages. They have made the facts of Astronomy, Science, History, no longer dry and barren and isolated, but our souls have fed on the truth and prospered in the sunlight. The facts are far better retained, too, than before, because they fit into the whole, because we need them.

The ideal teacher cannot stop short of the *prima philosophia*, “the furthest end of knowledge,” as Bacon calls it, —and for us, it must surely be the education of man, of his true personality, his character, through the experiences of time, through joy and sorrow, through contest and defeat and victory. If we can do a very little towards opening the vistas of philosophic thought, the denying spirit, the spirit of darkness and death, will not long be able to shut up the soul in the prison-house.

The young teacher needs not only knowledge, but discipline, which we may describe as practice founded on principle; the law of duty must be learned not only as an intellectual but as a practical thing—in the exercise of punctuality, in painstaking preparation, in diligent correction of exercises; and he must learn to cast aside mean ambitions and the vulgar love of popularity.

And the teacher must never cease learning. We must ever keep our minds and hearts open towards the light, seek the true riches, and never permit any sham knowledge to win honour for our school.—*Dorothea Beale in the Journal of Education, (Eng.)*

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PAPER.—The first paper of which mention is made was manufactured from papyrus at Alexandria, and was used by the nations living upon the shores of the Mediterranean. The art of making paper from fibrous matter reduced to a pulp by water is supposed to have been discovered by the Chinese about eighteen hundred years ago. The Saracens, it is thought, acquired the art of making cotton paper about the year 704. The oldest manuscript written upon paper of this kind is in the Bodleian collection of the British Museum, and bears date 1049. In 1085 paper was made of rags instead of raw cotton. A specimen of linen paper is found bearing date 1100. In 1390 a paper mill was established at Nuremburg by Ulman Stromer, operated by two rollers which set eighteen stampers in motion. The first paper mill in America was established by William Rittinghuysen and William Bradford on a small stream called Paper Mill Run near Philadelphia. The second 1710 at Germantown, Pa. In 1719 a paper mill was built upon Chester Creek, Pa. The first paper mill in Massachusetts was