

tection, the kindly consideration which is her lot at home.

But ought you to go? May not the life-work for you be in the home? May not the reward of industry be a sense of duty done and the love of those around you? We are all too prone to accept these rewards as commonplace, and only what should come to us; whereas they are, my dear girls, the brightest jewels that shine in the crown of woman. Look at home on the work that is waiting for you there. Do not under-estimate its value. Whatever it is, do it with a willing heart and a quick hand. Think it your pleasure to do it well. Make it your delight to be so successful that the home people will praise you. And if sometimes you give a thought to the big, gay world, where each is for herself and only God for all, be ashamed of the sigh that you give; remembering that you are working where God thinks it best for you to do so, and that you only merit displeasure when you scorn your work, or do it as do those who think eye-service of value. Don't—don't, dear girl,

rush away from your home. Think it all out first, and see where mother needs you. Then, after all, you get a better reward than any other worker, for you receive the blessing of God and the loving thanks of a mother.—*Ladies Home Journal.*

MAKING POSTAGE STAMPS.—Every part of postage-stamp making is done by hand. The designs are engraved on steel, 200 stamps on a single plate. These plates are inked by two men, and then printed by a girl and a man, on a large hand press. They are dried as fast as printed and then gummed with a starch paste made from potatoes. This paste is dried by placing the sheets in a steam fanning machine, and then the stamps are subjected to a pressure of 2,000 tons in a hydraulic press. Next, the sheets are cut so that each one contains 100 stamps, after which the paper between the stamps is perforated, and after being pressed the sheets are filed away. If a single stamp is injured, the whole sheet is burned.—*Educational Gazette.*

## PUBLIC OPINION.

THE OTHER EXTREME.—If the exclusively disciplinary use of the old school reader constitutes one extreme, the other extreme may be seen in the reactionary and unwise substitution of information readers, science readers, the newspaper, and manuals of current events—all falsely labelled as literature. If the one emphasizes intellectual gymnastics at the risk of mental starvation, the other may simply tickle the palate with modern sweetmeats, in the name of utility, to the fatal exclusion of wholesome nutriment. J. H. PHILLIPS.

COMPANY DRILL.—But the school-master is growing. He seems to have exhausted invention and to have reached the highest point in perfecting the machinery of teaching a platoon of boys and girls to attack in unison and with precision the problem of computing interest, or of parsing a noun, or of bounding a State. But now he has got a glimpse of something beyond. He begins to see that this company drill does not compass the true and complete aim of education. He begins to discover that there are possibilities in the child