

ble use of his time and skill. They are his stock in trade, and should not remain idle. A day wasted is at best like throwing so much money in the fire. If there is no work in the shop, in the office, or store, there is in the garden, in the wood-house, or in the house, making improvements and putting all right. Allow no time to run to waste; no time for visiting, for excursions, or pleasure-taking when wants call for toil and attention. "A diligent hand maketh rich." A poor man who loafes away \$50 a year soon squanders enough in this way alone to furnish himself and family with a good cosy home.

3. Another way-mark on the road from poverty to prosperity is self-denial. You do not need fancy clothing, nor fancy food, nor fancy amusements, nor society. Our real wants are few and simple. The most of us may weed out much from our tables, our wardrobes, and our sensuous pleasures, and our health and happiness would be improved, and much money for the day of need. Tobacco, patent medicines, artificial drinks of all kinds, confectionery, pastry and condiments may be banished from our lips, hearts and tables with a great saving of time, health and money. I speak from many years of experience and know whereof I affirm. Self-indulgence is a prodigal and a spendthrift, and comes to want and often to crime.

4. Another way-mark of prosperity is good economy. This consists in making a good and wise use of our means, our time, talents, earnings, and income. The economist is a neat, tidy, industrious careful, trustworthily man, who allows nothing to waste through neglect. Such men with a common chance always work their way up hill and enjoy more and more of the sunshine of prosperity.

5. But there is one more way-mark. It is: Live within your income and pay as you go. A poor man should never get in debt in a single penny for his living. If you ever mean to work up into competency, shut down the gate of debt so far as current living expenses are concerned, and live wholly on your earnings and earnings in hand. It is miserable slavery to be in debt for your daily bread. This is inexcusable shiftlessness. It should be abandoned at once and forever by every poor, family. If you can live at all out of the alms house, you can live on your earnings, or income. Do not allow them to run away from each other. Keep income and earnings face to face, and what you cannot now pay for, go without till you can. Wear the old hat, the old coat, the old boots, dress and bonnet till you can pay for a new one. So of your food; if you cannot pay for roast beef, go without it till you can; if you cannot pay for butter, sugar, eggs, etc., let them go till you can. Trim in, and trim down the expenses and pay as you go, and bring the living freely, fully inside of the income, and you will soon be in easy circumstances. These simple rules, heartily adopted and faithfully carried out, and nine out of ten now embarrassed and put to their wits how to live, floundering in the slough of honor, would speedily find the sunny path of prosperity, and become independent in their circumstances.—P. R. R., in N. Y. Witness.

Higher education.—At the quarterly meeting of the Teachers' Association held on Friday evening last, (24 March) Dr. Kelly remarked upon the above subject as follows:

The English Universities have taken an active part in this great educational movement. The effect of their school examinations has been wide-spread and beneficial. Dotheboys Halls have been closed, and the governesses in *Vanity Fair* have found their occupation gone. Year by year the applicants for the University School certificates have increased. For the Cambridge certificate there were in 1871, 2,843 candidates; in 1872, 3,075; in 1873, 3,550; in 1874, 4,283 of which 2,652 were boys, and 1,636 girls.

Oxford, London and the College of Preceptors, have followed this lead of Cambridge. Last year over 10,000 boys and girls came forward to test their training by the University standard.

The success of this effort, with the growing demand for higher education, has resulted in the "University Extension Scheme." This contemplates the establishment in every important town of an institution which shall provide the highest education possible; its lecturers, to be men of proved ability and experience; its curriculum, to embrace a course of instruction worthy of the great universities; its aim, to make the man at the desk, and the workbench, and the young woman in the shop, and in the drawingroom all alike members and students of the University. So far this scheme has met with more than success. Take Cambridge alone. In 1874 three cities took advantage of it. Last year lectures in the Physical Sciences, Logic, History, and in English language and literature, were

delivered to 3,500 students in sixteen of the great commercial centres of Northern and Central England.

In this movement the increased educational advantages of women are specially noteworthy. In 1869 Girton College for ladies was established at Cambridge, mainly to prepare students to pass the University examinations. At the general examination for the ordinary degree of B. A. last year a student of Girton stood at the head of the list, and "in 1873 another sent in the best philosophical papers for the year—an achievement which would have earned a college fellowship for her if she had been a male student of the University." Although passing all the required examinations, Cambridge yet refuses to grant ladies the honour of its degrees. In this respect, however, Cambridge is behind the University of London.

At the late intercollegiate contest in New-York, in which eleven American colleges were represented, the prize in Greek was won by a lady from Cornell.

In selecting English authors for school study we should begin with what is attractive—as, for instance, Robinson Crusoe and Longfellow's Evangeline. These might be fitly succeeded by the stirring lays of Macaulay, Scott's Ivanhoe and Lady of the Lake; then Irving's sketches or selections from Addison's Essays, a poem of Milton, of Spenser, or of Chaucer. In the same advanced classes there might be a careful study of an oration of Burke or Pitt, of a drama of Shakespeare, and of selections from the unrivalled prose writings of Lord Bacon. Three hundred years ago English literature was represented by Chaucer and Gower, and students were, therefore, compelled to turn to the ancient classics. Now we have a literature which is unsurpassed, worthy of the labour of the scholar, and placed within the compass even of the poorest.

Darkness or light.—In the rooms more commonly used the blinds are kept closed, the slats being turned barely enough to permit the entrance of sufficient light to see to work by. The sunlight is not permitted to enter on any account. Frequently the upper part of the window is covered by an opaque and closely-fitting shade. At the very best the window is shaded above and the light is thrown in under the eyes, or on a level with them.

Now this is not the best for health nor for pleasure. Nature's method is to give light from above, and plenty of it. Our windows are usually placed not far from right. If we leave them all exposed, the light will all come in mostly at the top, and fall on our work and on our eyes from above, as it should. This saves our eyes from many a strain and from premature weakness. Besides this, to work in the light, and even in the sunlight, is far more invigorating to the general health than to work in the shade. People hear this frequently. It is iterated and reiterated in the papers continually, and yet we see intelligent women sitting day after day in rooms where it is barely light enough to see to work, and never once letting the direct sunlight into them. The very flies are too sensitive to live in such an atmosphere.

The exposed window is far pleasanter also. It gives us in many cases a landscape view like a picture every time we raise our eyes from our work, and that, too, without the trouble of going to the window to look out. It gives us a view of the sky, which we do not get at all by the ordinary method of draping, and this is one of the brightest and most changing views we have. It gives us an abundance of light for our work. This strengthens the eye. We can hardly get too much of it, unless the sunshine falls directly on our work or on our eyes.

"But these bare windows look staring."
Do they? Well, that depends very much on how you have been accustomed to look at them. Still, if you wish some ornament for the parlor windows, drape them with lace or Swiss.

For the other rooms, let this drapery be only a light frill across the top of the window. This is very pretty and inexpensive and you will come to like it in time, better than the other.

—From *Science of Health*.

Wanted.

A Teacher qualified to give elementary instruction in both languages, and having already taught during several years, wishes an engagement for a country school. Holds a model school diploma from Nova Scotia Board of Examiners, and can give the best of references as to morality and capacity.

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