

paper, or a black-board placed horizontally, sufficient. The sawdust holds its place well, may be used dry, and is cheap and clean. The map is drawn and built up in the usual way.

I prefer pictures, however, rather than models, for most work. The multitude of details in pictures gives the scale of size, and they are cheap, convenient, interesting and beautiful; which can be said of few models. It seems to me there are great possibilities in collecting and studying pictures with classes. Of course I do not mean the fashion-plates or the cuts from almanacs that are sometimes used to keep children still, but a worthy collection, such as could be made easily by a discriminating teacher from illustrated papers and books, mounted separately on cards or cloth.

The photograph is one step nearer nature, and should be used more frequently in teaching. Large photographs of mountains, deserts, icebergs, geysers, tropical vegetation, etc., are valuable, not merely as ornament for the school-room, but as furnishing the best of teaching ma-

terial. But even the blackboard may be made to show these to some extent. These blackboard drawings of a mountain, glacier and volcano are some of the best specimens of the regular work done by our normal students in getting ready to teach geography to beginners. And I think all will agree that there is a time when these, used properly, would contribute to giving clear ideas in an interesting way. I need not speak of the value of easy off-hand sketching on the blackboard; we understand its importance quite as much as we practise it.

When the time comes for work with maps, let me suggest that they be placed horizontally, and used thus for a long time, keeping the north of the map to the north of the room. Later, have the maps hung and used on the north side of the room, if possible, to avoid that dreadful twist that gets into one's head by habitually seeing the right hand of the map toward the west. Maps drawn on the floor, large enough for the pupils to make imaginary journeys on, may sometimes prove of value. — *American Teacher.*

## HIGHER EDUCATION OF WOMEN.

To the Editor EDUCATIONAL MONTHLY.

SIR,—When several young women, actuated by a desire to complete their courses and take their degrees in the University of Toronto, succeeded in forcing their way into University College, those who had aided them by taking part in the previous agitation hoped that their task was ended. They had no wish to continue a discussion which was not of their seeking, and which had accomplished what they desired to bring about—the opening of the doors of a public institution to all comers irrespective of sex.

But while we do not court further discussion, we do not shrink from it; and, therefore, I ask the privilege of a brief reply to some portions of Mr. McIntyre's paper on Ladies' Colleges in the February number of THE MONTHLY.

He does not correctly represent the tendency of opinion in England on the question of what is usually called co-education. In Oxford and Cambridge, each of which has a number of men's colleges—residence in some one of which is a *sine qua non*—we find similar colleges established for women, such as Girton and Newnham.