

were put an atlas, text-books in history, newspaper clippings, library books with slips, marking the chapters that told of the lesson, and Miss White's scrap-book. At recess and intermission the table was surrounded, and pupils sat about it in study-hours to find for themselves something outside the book. The text-book was carefully used; it furnished the framework which they covered. The topics and questions for each day were written upon the board, copied in the note-books, and answered first by reference to the text; then the outside work was added.

The few most important dates, such as the time of the Roman Invasion, the Saxon Coming, the Norman Conquest, the Great Charter, the Reformation, were kept always upon the board, and a few questions each day fixed them in the mind of the class. These were used, not as isolated facts, but as centres about which clustered the other events of the history. The work was made sure, and the important points emphasized, by short daily reviews.

The advance work, so-called, was finished in three-fourths of the time allotted to their work in history, and the last fourth was spent in general reviews. Then there were enthusiastic hours in the history class. They reviewed first by houses, giving a written synopsis of the events associated with each house, with the sovereigns, foreign and domestic policy, constitutional changes, and noted men of each period. Again by wars, when the cause, time, parties, leaders, decisive battles, and results of each were briefly sketched in turn. Careful thought was given to the growth of the constitution and the steps on the way to liberty. Reviews were given that had special reference to the History of the United States, and our institutions as outgrowths of the struggles that took place in the mother-country.

Sometimes Miss White selected important topics, writing them upon slips of paper which she distributed in the class. Then they were allowed three minutes in which to write three definite statements upon that topic. These statements were read, commented upon, and supplemented by the class. Written questions, drawn by the pupils, made a pleasant review. Miss White wrote upon cards the names of noted statesmen, generals, or authors, and every pupil prepared for his next lesson a short account of the life of the person whose name had been given him. This gave individual responsibility to each member of the class, and stimulated him to prepare a paper that would interest them all.

Names of places were used in the same way. They had history matches, when each in turn was required to state some event or truth of English history, taking his seat as soon as he gave an incorrect state-

ment, or failed to give any. The one who stood the longest was decorated with a ribbon badge.

A bright, quick exercise was one which they termed "Beheading." The pupils wrote upon long slips of paper a sentence stating some fact they had learned. Then these sentences were beheaded, the scissors playing the part of executioner, and severing subject from predicate. The subjects were put into one hat, the predicates into another. Each drew a slip from the subject hat, and supplied a suitable predicate. Then the predicate hat was passed, and fitting subjects were made for the predicates.

The teacher found the class able to talk with better understanding of the early events when viewed in the light of their effects in the later centuries; so the review seemed almost a new work. By this time, too, they had learned where to look for information, and each lesson showed better thought and wider research than those which had come before. Every day found some of the history class taking notes in the library or at the reading table, which their subscriptions had supplied with books of reference.

When at the end of the term, the class handed to the examining committee an excellent set of papers, Miss White felt them to be, not the chief end of their work, but a token of the larger results they had gained in improved habits of study and expression, deeper interest in the world's life, greater love of good reading, and better judgment in choosing what they should read. Her greatest encouragement and reward came when the group that gathered about her desk on the last day of school, talking of the year's work, echoed the thought of one who said: "But this is not the end. We haven't finished English History, Miss White."

SCIENTIFIC experiments constitute one of the best means of exciting an interest and arousing a curiosity among the pupils, either by a regular class or an occasional experiment. They also afford advantages of securing culture and refinement, besides the illustration of scientific principles. Throw the responsibility of making apparatus and the explanation of experiments upon the pupils, and they will be as busy as bees in hunting up materials for apparatus, and in investigating the text-books for facts. Their minds will be so wholly taken up, so absorbed with the beautiful and brilliant experiments, that they may not have time to loiter about in idleness and listen to the street-corned vulgarity and profanity. It seems evident beyond all cavil that if the minds of children could be diverted in a pure and wholesome channel from the rough and unrefined vagabondism so prevalent everywhere, it ought to be done, and would be a great blessing to rising humanity.—*Ex.*

## Educational Intelligence.

THE library of Princeton Theological Seminary has been moved into the new building erected for it by the late James Lenox, LL.D., of New York. The library now contains 45,000 volumes, chiefly theological, including many rare and costly works.

OUT of thirty-five candidates at the Oxford University examination for women only sixteen passed. The *St. James Gazette*, commenting on the result, says it has never been known of the very dullest undergraduates that fifty per cent. were plucked at any examination.

AT a recent competitive examination in France for the post of professor at a *lycée*, fifteen women received the title of "professor with honor." These young ladies, from twenty-five to thirty, delivered lectures especially remarkable for knowledge of literature, aptitude for oral reading, and mastery of language.

THE quadrennial prize of \$2,400, offered by the Royal Scientific Academy of Turin for the most important work in natural science, history, geography, or mathematics that may have appeared within the period, has been awarded this year to Professor Villari, of Florence, for his "Life and Times of Machiavelli."

ON the first of August of this year the University of Heidelberg will begin the celebration of a festival of unusual interest in the German world of letters, namely, the five hundredth anniversary of the University foundation. Strictly speaking it was founded in 1356, but did not begin its full work until thirty years later. It is the oldest University in the German Empire.

IN some parts of Pennsylvania the school authorities find great difficulty in enforcing the law compelling the study of physiology and hygiene with reference to the effects of alcohol on the human system. At Frankstown, for example, the school directors have adopted strong resolutions, and say they are determined to enforce the law. State Superintendent Higbee has written them that unless the law is carried out in its spirit, the district's share of the state appropriation for school purposes will be withheld. A number of other districts are likely to suffer financially on account of the stubborn opposition to the law by some of their people.

WHILE new France and Italy are throwing open university doors and giving the title of "professor with honor" to their superior young women, it will be a balm to the conservative soul that the ancient and honorable Yale College, at New Haven, Conn., has finally worried away its one lady student. Miss Alice Jordan, from out West, took her life in her hand and entered the junior class of the law school. We are not informed whether the young gentlemen students demonstrated after the style of the Columbia College crowd a year or two ago, on the proposition to give the bright young girls of New York City a chance in that seat of learning. But the faculty decided that there was no precedent for giving a parchment to a woman, and Alice has packed her trunk and left Yale to its secret societies, its student cane-rushes, and the political economy of Professor Sumner.—*Ex.*