

—At the adjudication of prizes at University College, London, the first prize in jurisprudence was awarded to a young lady who two years ago, at the same college, achieved a like success in political economy. The second place in the same class was attained by another lady. Still another obtained honors in political economy; and prizes were gained by three, and certificates by several, in the fine arts classes. That women should prove themselves equal to men in drawing and painting, perhaps, less remarkable than their success in sterner studies; but it is noteworthy in these days, when fresh consideration is being given to the question of female education. The ex-

periment of mixed classes has as yet been only very partially tried at University College, and its extension through the whole of the arts school would involve none of the peculiar difficulties that have been incident to the attempt to teach medicine to ladies in Edinburgh. The senate of the University of London is soon to consider the recent vote of convocation in favor of admitting women, on the same conditions as men, to its degree examinations. If a woman competing at college with men, can take prizes in political economy and jurisprudence, it is hard that she should not be allowed the chance of obtaining a degree in arts or laws. —*From the London Athenaeum.*

### CHOICE MISCELLANY.

—All is but lip wisdom that wants experience.—SIR PHILIP SIDNEY.

—Education is the placing of the growing human creature in such circumstances of direction and restraint as shall make the most of him, or enable him to make the most of himself.—JOHN GROTE.

—Nothing could be more improving and of greater vital interest to school children than a good newspaper. As an adjunct, at least, to those reading-books which contain the best specimens of classic and current literature, nothing could be better. A daily or weekly children's paper, prepared with reference to educational needs, would not be a bad idea.—DETROIT POST.

—A school-boy requested to write a composition upon the subject of "Pins," produced the following. "They have saved the lives of a great many men, women and children—in fact whole families." "How so?" asked the puzzled teacher. And the boy replied: "Why, by not swallowing them." This matches the story of the other boy, who defined salt as "the stuff that makes potatoes taste bad when you don't put on any."

—There are, in each department of knowledge, central facts and germinal principles. If we reach these early and well, the labors of acquisition are greatly lightened. They serve to explain to the mind, and to hold for the memory, those multitudinous minor facts which otherwise confuse the one and

burden the other. It is a secret of wise acquisition to learn the most in learning the least, and we do this by directing attention at once to leading fruitful facts. The ground is thus outlined; we know where to look for particulars; and these, as they come to us by direct search, or as incidents of growing information, fall at once into their place, strengthen our general hold of truth, and are themselves securely rolled in and bound up in the compact bundle of knowledge.—BASCOM'S Philosophy of English Literature.

—GENERAL SUGGESTIONS.—The hints following were gleaned from a longer list, given the Rev. J. H. Vincent, D.D., to Sabbath-school teachers. They are helpful to teachers anywhere:—

1. Teach by example.
2. Draw maps on a blackboard or slate to fix the *where* of the lesson.
3. Study the art of questioning. Teach what you want to teach from the lesson, and then frame questions to draw it out.
4. Test your questions upon your children at home. If you have no children borrow your neighbor's for this purpose.
5. Gain an intense interest in the lesson yourself as a teacher. *Be intensely in earnest.*
6. Study your pupils—adapt your teaching to their wants.
7. Use your will—determine to teach them.

SUCCESS IN TEACHING.—Every teacher desires success. It can be had. Will you