

winded, nor attempt to weave in a moral. Usually, I refused if asked, because I desire the pupils to learn to amuse themselves.

7. *Conundrums, etc.*—A good deal of sport may be created by asking for an original conundrum; if this cannot be had, then for a really good one invented by some one else. There are pupils who will treasure up the smart sayings of witty people for such occasions, if they think they will be called on to repeat them.

8. *Riddles.*—There are some beautiful riddles; that on the letter H, for example, long attributed to Lord Byron, and those by Canning. There are pupils who invent riddles and enigmas, and who will produce them if encouraged.

9. *Funny Sayings.*—The newspapers devote a column to these generally, and a few really good ones may be permitted. The pupils should be taught to distinguish between wit and its counterfeit. There are humorous things, and we are made to appreciate them, and it will not lower the estimate the pupils have of their teacher if he is known to laugh at the humorous things of life.

10. *Photographs.*—It is the custom of some teachers to collect a set of views of the most distinguished people or of the most remarkable places, and to exhibit these to the pupils at stated intervals. There is an apparatus which we have used with good effect, which throws a photograph on a screen, but that can only be used after some preparation, such as darkening of the room. The plans proposed must be such as can be readily and quickly extemporized. A teacher may show a photograph of Queen Victoria, for example, and as it passes around give some facts and incidents of her life. So of Niagara Falls. This amusement deserves very thoughtful consideration.

11. *A Museum.*—A collection of curiosities belongs to the school-room by inherent right. A case should be constructed, to be opened on special occasions. A collection of Indian curiosities is always interesting, such as arrowheads, tomahawks, etc. By exchanging with other schools a very respectable museum may be made. To rest the school exhibit some new contribution, tell who gave it, and any incident connected with its history.

12. *Experiments.*—The teacher may have the materials for some experiments at hand, and with these he can easily attract the attention. Quinine bottles, tobacco pipes, and a few test tubes are easily obtained; a spirit lamp is needed. Among the experiments may be enumerated—making of hydrogen, bleaching, ignition of phosphorus, making of carbonic acid, testing for starch, making a lead tree. The solar spectrum produced with a prism, cohesion with lead surfaces, etc., etc., always interest. I have a list of over 600 experiments that have been performed with apparatus not costing over \$30. One of 280 experiments when the apparatus did not cost over \$5. A whole chapter could be written on this subject.

13. *Dialogues.*—These may be of a comical kind; they should be short and need no fitting up. My custom has been to select one, and let two boys or girls learn it, keeping the matter entirely unknown to the rest. At the time I wish some enlivenment I call for volunteers, and the dialogue is brought out.

14. *Charades.*—The same remarks apply to this as to Dialogues. The Charade may be in pantomime or spoken. Sometimes there are pupils who can originate a charade on the spot. Sometimes an historical character is selected.

15. *Music.*—This is the usual resource for weariness, and it always yields pleasure. It may be varied, as the boys singing one verse, and the girls another, etc. Pieces with a ringing chorus are always popular. I had one arranged with a drum chorus which brought many parents to the school. In addition to the school songs new pieces should be learned, pieces up to "the times." It is a custom in some schools to have music at frequent intervals during the day. As classes go and come, let the teacher start a

simple melody; it will conceal the noise, and it will give every one an opportunity to utter himself, somewhat, at least.

16. *Pupils Teaching.*—A teacher will find it will break up the monotony to let the pupils ask the questions, etc. They can ring the bells, they can attend to the order. This serves many purposes. It gives the pupils an interest they would not otherwise feel; it serves to familiarize them with the subject that is taught, and it diverts the rest. If for no other reason than the last it may be adopted.

The above is but a part of the means by which the pupils may have their flagging interest stimulated. The great thing to be remembered is that the diversion must not be substituted for the regular work of the school. It must be short, too, and it should be well performed. It may be supposed that "the minds of the pupils will be drawn away from their books;" this is the usual objection; but it is not a valid objection. For it is supposed that their eyes are not on their books for weariness. It is now proposed to refresh and amuse, and then attack the studies with more ardor than ever. Pupils can accustom themselves to turn from diversion to study, especially if most of the diversions are related, as the above are, to the school work. And it will be found that the refreshed mind can study with new vigor and profit.—*New York School Journal.*

UNIVERSITY EDUCATION FOR WOMEN.

Our readers will be interested by reading the following extracts from some of the leading English papers on the subject of University education for women.

The following have been urged as reasons why the University of Cambridge should be one of the leading centres of female education:—

1. Because no line can be drawn separating main subjects of study or whole branches of learning into those suitable for men and unsuitable for women, or *vice versa*. No true classification of human knowledge will admit of the distinction, "*Propria quæ maribus tribuuntur, mascula dicas.*"

2. Because the University as a chief inheritor and transmitter of learning from generation to generation has no right to dissociate itself from any great movement connected with the advancement of learning. The participation of women in the general, and particularly in the higher, studies of their time must be a great fact and factor in the future of education.

3. Because whatever educational resources may be found elsewhere, those of Cambridge and Oxford are peculiar; and though as long as there was no public demand for these resources except from male students they were properly applied only to male education, now that a demand has sprung up and persistently declared itself on the part of the other sex, the University will incur the reproach of inhospitable partiality if it bars its doors, like a monastery, to female applicants for admission.

4. Because one of the legitimate wants and aspirations of the University—leisure for continued study and research—is likely to be promoted by increasing the amount of remunerative educational work done in the University. The more work, the more workers, and the more remuneration; and out of workers, and earnings, the legitimate and sure outcome will be leisure for the worthiest work and workers.

5. Because the education of women in England must, from irresistible national feelings and convictions, be religious and Christian; and if female education is centred in the University, a stimulus will be given to the best religious influences in study and life; and from these the English universities have never for any long period been dissociated.

6. Because any mischievous consequences that might be feared, whether to the University or to the students, by the admission of women can be guarded against by suitable regulations, and still more by responsible authorities; whereas the diversion of the interests and influences that are gathering round the question of women's education from the University to other centres would be