

been able to foresee his commentators, his greatest works would never have been written.

There are two sides to every question. Like the good Janus, all things are double-faced. Knowledge is not unalloyed good; neither is ignorance unadulterated evil. If ignorance were abolished, how many teachers would starve for want of occupation! Were all fools to become sensible, what would the knaves do for a living? The ignoramus, so long as he is ignorant of his ignorance, is comfortable and self-satisfied. The educated man sees how slender his attainments really are, and discontentedly strives for deeper knowledge. Let us be impartial, whether we praise, blame, or satirize. Blessed be stupidity, for it shall not be conscious of its own deficiencies.

SCHOOL AMUSEMENTS.

Every teacher knows that pupils will tire even of the best kind of teaching. An eloquent address will fatigue if it is too long. To say nothing of the bad air, the glaring light, the bare walls, the monotonous voice of the teacher, the strong likeness to-day has to yesterday, the unattractiveness of the subjects, the repulsiveness of abstract themes to children—there is a protest in the blood of youth against confinement, and a demand for amusement. The child that loves to study and does not like to play is an unhealthy being, and ought to be turned out of the school-room and made to play and get rid of his morbidity. The child may restrain his love of play, but should it be expected of him to hate it and give it up?

What can be done to enliven the school room? What can be done on cloudy, oppressive days to relieve the monotony, the wearing tedium? What can be done to arrest the attention that will wander? What can be done to employ another side of the pupil's nature and rest the one that is wearied? What can be done to throw some jollity into the room and make all happy? These questions have been asked over and over by thousands of teachers. Some let in fun and pleasure at the very time and in just the quantity it is needed, and thus prevent idleness and the breaking of rules. They render the school-room attractive, because the pupil associates delight with it; smiles are seen and not frowns "forever and for aye."

I have selected a few of the various expedients I have used from time to time to enliven the school-room. It has been kept in view that instruction should be imparted (if possible) as well as amusement; still the main thing is amusement.

1. *Organization*.—It is of importance to know how to organize "a meeting;" and it employs and amuses too. Let the teacher retire from his chair and put the school into the hands of his pupils. One will rise and call the meeting to order—"I call the meeting to order.") After a moment's waiting, he will nominate a chairman—"I nominate ——— for chairman of this meeting.") Another pupil seconds this nomination—"I second that nomination." The first then puts his motion—"Mr. ——— has been nominated for chairman; all in favor of this nomination will please to say 'ay.' Mr. ——— is chosen.") The chairman then takes the chair and asks for the choosing of a secretary—"Some one will please nominate a secretary.") When one is named he calls for votes. ("All in favor of ——— for secretary will please to say 'ay.'") He then calls for the business to be transacted—"Gentlemen, what is your pleasure?") Some pupil then names some business, of course suggested by the teacher. This may be grave or gay as is thought best—"The Indian Question," "Why do boys like peanuts?" "Is mince pie unhealthy?" etc. After due debate the meeting adjourns. (Some pupil says, "I move this

meeting do now adjourn;" another says, "I second it," and the presiding officer puts it.)

This is susceptible of much variation, and it may be made very interesting. The teacher should teach the rules which govern such bodies—such as those pertaining to amendments, laying on the table, adjourning, etc. A book should be kept and the minutes read. The teacher should be near the chairman to suggest modes of keeping order, but latitude should be allowed; whispering, and even movement permitted, or else it is *school* still, and that is what is to be avoided.

2. *A Geography Game*.—This is played as follows:—Sides are chosen, then one side begins by giving a word, say New York. The one at the head of the other side "caps" it by saying Kingston—(New York ends with k and Kingston begins with K.) The second pupil on the first side calls out New Bedford, and so the game goes on. If a pupil fails, in a certain number of seconds (five generally), to give a word, it is marked as a failure for that side. An umpire must be chosen and strict count kept. Some require the word to be defined, as "sea," "lake," etc., but this retards the game. Some have the words written down by a "scribe." There are many rules of action, but these will be devised by the teacher.

3. *The Biography Game*.—This is played in somewhat a similar way. The pupils write the names of distinguished individuals on cards with their own names, and then put them in a box. "Sides" are chosen, and then a card is drawn from the box by each, and the first one of a side tells something about the name on his card; then the first of the other side follows; when one can say nothing he sits down. Of course, there should be a biographical dictionary in the room. By this method a great deal can be learned about individuals that might not otherwise be obtained. I give a few names that were in a game lately: Southey, Captain Smith, Smeaton, Prudhomme, Livy, Durer, Berzelius, Heyne, Amos Lawrence, Andrew Jackson, Thomas Paine, Tarquin, Wellington.

4. *Quotations*.—The teacher may give a quotation and then name a pupil; the pupil named must give one and name some one else, and so the quoting and naming goes on. Some of these may be long, some short, some grave, some gay. The interspersing of comical ones with those of a serious kind will produce a sensation. This game is used at evening parties, and may be very improving as well as entertaining.

Another way of using quotations is as follows: A name is drawn from a box, and this pupil takes the chair, and gives a quotation, as:

"Observed of all observers."

Another rises and says:

"O, what a deal of scorn looks beautiful

In the contempt and anger of his lip."

"Cassio, I love thee," etc.

"He was a man, take him for all and all," etc.

"Hear you this Triton of the minnows?"

"He wears the rose of youth," etc.

"Oh what a noble mind is here," etc.

"Speak to him, ladies, see," etc.

"Your name is great in mouths," etc.

These may be made very amusing.

5. *Spelling Down*.—This is a well-known diversion, and need not be described here. It always affords pleasure, and may be made profitable.

6. *Anecdotes, Stories, Tales, etc.*—The teacher may tell a "story," or the pupils may select some one of their own number. There are some that have unusual powers of description. The teacher should not force himself upon the pupils, nor, if called on, be long-