

seems far more grievously against the health and happiness of the little ones. It is said that in the Swedish high schools seventy-one per cent. of the pupils are affected with short-sightedness, and in the middle-class schools forty-one per cent. This seems too bad to be true, but becomes quite credible in the light of the further statement that in the middle-class schools forty-eight hours, and in the high-class schools eighty-eight hours per week are required for study and recitation. The schools of Sweden stand very high, but if these accounts be true, their fancied excellence is purchased at an enormous and suicidal cost.

The following from the *American Teacher* is so much in line with a course of remark recently made in these columns that we quote it by way of supplement:—

"Boys and girls, even when very young, can be educated to pronounce judgment on questions of right and wrong. Under proper conditions the moral judgment may be trained by calling upon pupils to pronounce upon the conduct of their companions, and made to feel that they are responsible for a just decision. The judicious teacher can often appeal to pupils, in good faith, in regard to awarding commendation or in pronouncing a penalty, and their keenness and honesty will often surprise him. By similar methods valuable lessons in practical morality and in the exercise of personal judgment may be taught that will prepare them to act in future life in the jury-box."

The *Mail* makes a vigorous onslaught on the Department of Education, on the ground of its alleged attempt to manufacture text-books for the use of the public schools by hack-work. The *Mail* asks: "Is there another country in the world where the head of the Department of Public Instruction would think for a moment of saying, 'I am going to make a change in the text-books now in use in all the schools, and will have a new set made to order. I will have my friend A. to prepare a set of readers; B. to write a history; C. to compile a geography; D. to get up a set of drawing books, &c.?' " Such a method is utterly indefensible. Teachers and pupils want the best text-books that can be produced, and have a right to them. But how absurd it is to suppose that our Education Department is surrounded with such a galaxy of learning and talent that its head can, at any moment, put his finger upon a man competent to write a book equal to the best written by the foremost teachers and scholars of the day.

The Senate of University College, Liverpool, now incorporated into Victoria University, is said to be preparing a "business curriculum," suited to the special wants of those who are to become clerks and apprentices. There is certainly no good reason why the wants of clerks and apprentices, and of farmers and fishermen, too, should not be as much consulted in such institutions as those of lawyers and doctors. But one becomes bewildered and frightened by the innumerable specialties which it is proposed to engraft into the common stock of the college course. The day seems fast approaching when the general course shall be nothing, the specialties everything. Would not the more logical and excellent way be to eschew all specialties in an institution devoted to liberal culture, and to

educate pupils simply as men and women, leaving the specialties to be provided for by private institutions, and paid for, on true business principles, by those who want them for commercial purposes? Certainly there is no need in these days that any fresh inducements should be held out to tempt the young into business pursuits, whatever may be said in favor of seeking to give them an impulse at college in the direction of agriculture and other industrial pursuits demanding higher grades of intelligence and skill.

Some of the papers have justly pointed out the absurdity of the plan of promotion hitherto followed in the city schools. According to this short-sighted policy the teachers are promoted from one class-room to another, *i. e.*, from a younger to a maturer class of pupils, and the salaries graded according to the rooms. Such a system discards a large part of the benefits of experience. By the time the teacher may be supposed to have become skilled in dealing with the minds of children at a certain age, she is taken to another room to commence experimenting afresh upon those at another stage of advancement. Such a mechanical system also ignores the fact that some teachers can succeed best with little children, others with those of larger growth. There can consequently be no study of special qualifications, no regard paid to native talent and special fitness. The same mistake in regard to the first principles of pedagogics meets us in the announcement that "the teachers in the kindergarten schools had their salaries increased from \$150 to \$250 per year." As if the very highest talent and ability were not required in the kindergarten teacher, and in the teachers of the infant classes in the public schools! Clearly the special inducements, if any, should be offered to keep successful teachers in the departments in which they have achieved success, rather than to draw them away into new and untried spheres.

The Week points to the facts that, out of the ninety-six young women who last year took the university examinations, but eleven entered University College, and that this year the eleven are reduced to ten, as proof of the failure of the co-education movement to do more than educate a few school-teachers. As regards the general education of women, it holds that it was a false step, which, instead of advancing, will retard the cause by standing in the way of more rational measures. The inference is certainly a pretty large one from the premises. *The Week* seems either to forget, or not to know, that the university examinations for women were established long before the wondrous favor of admission to University College lectures was granted to them. These examinations are, in reality, an end in themselves, rather than a means to the end of a college course. The greater number of the ladies who take them now, as before the doors of the college were opened to them, do not, probably, intend to advance farther, or, if they do, mean to advance by the same route, that of private study and the periodical examinations. Consequently the figures quoted prove nothing, certainly nothing discouraging to the advocates of co-education. As a matter of fact, when all the circumstances are taken into the account, and when it is borne