

Much has been said and written of late on the alleged prevalence of color-blindness. A correspondent of the *Pall Mall Gazette*, is right, we have little doubt, in attributing a very large proportion of the cases of so-called color-blindness to simple ignorance. He refers to the fact that the defect is rarely found in female candidates. Why is this, if not because the peculiarities of ladies' attire and their attention to house decoration, etc., give them a training in distinguishing colors, which the members of the other sex do not, as a rule, receive. The correspondent's suggestion that instruction in colors and their names ought to form a distinct item in the curriculum of elementary schools, is well worth considering. Such a study would have an æsthetic as well as practical value.

We are glad to learn that, by invitation of the Grimsby Park Association, the Philadelphia National School of Elocution and Oratory has decided to conduct its summer term upon the Grimsby Park grounds. The increased attention which is now being directed to the study of the literature of our own mother tongue is one of the most sensible and hopeful educational reforms of the day. Knowledge and appreciation of standard English authors will shortly become, as it should be, one of the chief tests of a good education. Good reading is beyond controversy, the "open sesame" to all literature. It should be the object of every teachers' ambition and indefatigable effort to become a good reader. The school of which Dr. Edward Brooks is president, stands, we believe, deservedly high. The course outlined in the advertisement on another page is comprehensive. We hope that the enterprise may prove a success, and be the means of giving a lasting impetus to good reading, in every sense of that ambiguous phrase, in Ontario.

"The function of the teacher is that of an eternal moral force, always in operation to excite, maintain and direct the mental action of the pupils,—to encourage and sympathize with their efforts, never to supersede them." This maxim of Jacotot contains the fundamental principles of all good teaching. The fluent talker is not necessarily the stimulating teacher, often the opposite. To give information, to lecture, however clearly and ably, is not the first or chief work of the teacher. It cannot be too often or too strongly insisted upon that the true measure of teaching power is the amount of thinking, of real brain work done by the student. It is quite as easy to help the child too much as too little. Possibly more harm is done in the former way than in the latter. Only as, and in so far as, the learner is making discoveries for himself, his mind doing its own independent work, is the process of education going on.

Vigorous action is being taken in reference to the death of a boy at King's College School, London, by the cruel treatment received at the hands of the larger boys. Sir William Harcourt, the Home Secretary, has placed the matter in the hands of the public prosecutor. In announcing the fact to Parliament, Sir William spoke in terms of great indignation, and said that he had given instructions to obtain evidence and, if possible, a conviction of the culprits. No doubt the sad

affair will lead to the reform of hoary abuses in this and other schools, and ameliorate the condition of many of the poor lads who have the misfortune to be the younger boys of such institutions.

The London, (Eng.) *School Guardian*, deploring the temporary defeat in the London School Board of a motion to establish, as an experiment, two Day Industrial Schools in the neighborhood of the Docks, remarks that, notwithstanding all objections, practical success is an answer to all opposing theories, and that "in many parts of the country, Day Industrial Schools have been the moral saving of the people and have quite vindicated themselves," and adds that, under the adverse decision, "the moral recovery of some hundreds of children awaits a more convenient season."

We give this week the first of a number of papers on drawing. These are being prepared for THE JOURNAL by competent authors, with special reference to the approaching examinations. In view of the nearness of those examinations we have thought a few sets of such papers would be more helpful to a large number of our readers than the initial numbers of a continuous series, which could not progress far enough in the few intervening weeks to be of great service to those going up for first examinations. After the midsummer examinations we shall have the whole subject treated progressively by competent writers. The papers presented in this and subsequent issues will speak for themselves. The fact that the author of the one given in the present issue, is a graduate of the Kensington (Eng.) Art School, as well as a successful Canadian teacher, affords a double guarantee that the papers will be of the right sort. We intend for some time to come to pay especial attention to this subject, and our first aim will be to have it treated in an artistic, yet thoroughly practical, manner.

"How shall I spend my vacation?" is no doubt just now a practical question with a good many teachers. We allude to it, not because we have any general recommendation to make. We have no summer school scheme to promote, no self-interest of any kind to serve. We would that every teacher might go from home for a few weeks, visiting the large cities and centres of interest within reach, making the acquaintance of other educationists, studying new objects and methods, enjoying beautiful and historic scenes, and mingling with men of different pursuits and modes of thought. In a word we wish the holidays could be made by each a season of rest, recreation, travel and self-improvement. Each would then go back to his work with renewed life and enlarged vision, and the schools would respond to the new impulses imparted. Every teacher who is worthy of the profession ought to be able to do this. It would pay the parents and other supporters of schools to enable them to do it. We look for a good time coming,—though yet we fear far in the dim future—when every one will feel that he can afford to do it.

As might have been anticipated the proposal of the English National Union of Elementary Teachers to secure direct repre-