

MUCH is being said and written on the alleged prevalence of color-blindness. A correspondent of the *Pall Mall Gazette*, writing some time ago, was, we have little doubt, right in attributing a very large proportion of the cases of so-called color-blindness to simple ignorance. He referred to the fact that the defect is rarely found in female candidates. Why is this, if not because the peculiarities of ladies' attire draw 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.

THE proposal of a leaving, or final High School Examination, to take the place, as far as practicable, of the Matriculation Examination, seems to find considerable favor. The *Globe* has published a series of articles tentatively advocating the change. One of the chief arguments in favor of the innovation is that it would offer higher inducements to pupils in the High schools to complete the courses, the idea being that the certificates granted should have a positive value for all who receive them, whether they enter one of the universities, or quit the schools for active life. In other words, the High Schools and Collegiate Institutes would thus be recognized as Academic institutions, having complete courses of their own, and awarding diplomas which would be of great advantage to their possessors as introductions to business and professional pursuits, as well as to the universities.

"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.

A SOMEWHAT interesting question in school law was decided by Mr. Justice Rose, at Os-

goode Hall, a few weeks since. The facts of the case, which occurred in the county of Bruce, appear to be as follows: A certain boy in a Public school, having disfigured a desk with a knife, the teacher injudiciously ordered him to make a new top for the desk with his own hands, and suspended him from the school until he should have done so. Both school trustees and ratepayers sustained the teacher in this action, though, as Judge Rose pointed out, the regulations provide that for "cutting, marring, destroying or defacing any part of the school property, power is given to suspend for one month, or until such suspension is removed on assurance of better conduct, or by order of the Board of Trustees; and further, that "any school property or furniture injured or destroyed by a pupil shall be made good forthwith by the parent or guardian under penalty of the suspension of the delinquent. The Judge admitted that it was unwise in the teacher to depart from the regulations which make full provision for such cases, and to impose a fanciful punishment, almost certain to provoke irritation. Nevertheless, owing to the length of time, more than a year, which had elapsed before the boy's father had applied for a mandamus to compel the re-admission of his son to the school, and to various other discretionary considerations involved, the Judge sustained the action of teacher and trustees, and refused the application.

IN the Majority Report of the English Royal Commissioners on Education, the following passage occurs:—"The proper size of a class is a matter of considerable consequence to be taken into account in estimating the true minimum of staff required. As a matter of fact, classes are found sometimes to contain as many as sixty or eighty children, and an assistant, we are told, has been seen endeavoring, single-handed, to teach a class of 100. It is generally allowed that these numbers are much beyond what should be permitted, and the average maximum number assigned by the several witnesses may be set down as forty for an ordinary class in the school, and twenty-five for the highest class." The witnesses referred to included such authorities as Mr. Sharpe, Mr. Matthew Arnold and Mr. Stewart. Every teacher of experience knows that the maximum numbers mentioned err, if at all, on the side of being yet too large. And yet, in the face of such recommendations, the English Education Department, in its new Code, provides that the head teacher is to count for an average of sixty, as under the old Code, but a certificated assistant can only count for seventy instead of eighty, each assistant or provisionally certificated teacher for fifty instead of sixty, each pupil teacher for thirty instead of forty, and each candidate for a pupil teachership for twenty, as before. "At the end of the nineteenth century," says the *Schoolmaster*, "in the most enlightened nation on earth, a boy of thirteen, just taken from his class, is held capable of educating twenty, and a year afterwards thirty, chil-

dren of his own age. To anyone at all acquainted with practical school work, the whole thing is an absurdity." To which Canadian teachers will say, "Amen!"

Educational Thought.

To give the net product of inquiry, without the inquiry that leads to it, is found to be both enervating and inefficient. General truths to be of due and permanent use, must be earned.—*Herbert Spencer*.

"LANGUOR can be conquered only by enthusiasm, and enthusiasm can be kindled only by two things: an ideal which takes the imagination by storm, and a definite, intelligent plan for carrying out that ideal into practice."—*Exchange*.

IT is a truth very imperfectly recognized by teachers that the education of a youth depends not only on what he learns, but on how he learns it, and that some power of the mind is being daily improved or injured by the methods which are adopted in teaching him.—*Fitch*.

A BOY almost inevitably fails in character and culture who misses the discipline of the school, but if he be a genius and maintains a good character, he ripens faster, is keener, and often stronger in thought the less schooling he has. This not only holds true of the genius, of whom the world has all too few, but it is true of many a "street Arab," who has wit enough to puzzle many a scholastic. Probably one in a thousand is as well off out of school as in, but there is an element of rugged thought that the street trains to that the school does not. Recognizing this, let us be careful to develop strong thought as well as culture in the schools, remembering the dullest is more helpless and heartless than the boor.—*Exchange*.

THE State must maintain education. It is not possible to educate the whole mass of people except with the help of the State. We must more and more discuss this question of education in an impartial mood. We must look at it calmly. It is not a question for fanaticism. It is not a question for religious bigotry. It is a question to be looked at with a philosophic mind. And that man is an enemy of the people, is not an American, is an apostate, who would view it otherwise; but, for God's sake, study the best methods of education, study all the philosophy of education. Let us get a right and not false education. Let us more and more see that the conscience is educated, that the nature is educated, that the whole man is educated. To be sharp of wit, to have a keen mind, is not to be educated. The man must be a full grown individual, in mind, in conscience, in imagination. We must teach our people to love education. We want all men as far as possible to have the best and the highest training.—*Bishop Spaulding*.

SO believe in your future work. Believe in the humanity of the children that you are called upon to teach and to train. Believe in the capabilities of humanity. Go back to prehistoric ages, and see the evolution which has taken place in humanity. The power which has wrought that change is still acting in our natures—in the natures of the little children who will come under your care. There is a power that makes for righteousness; believe in that. There is an upward stream of tendency, there is a downward also; but believe in the upward and then you will have strength and courage to do your work. Believe in the reality of the ideal up to which you are endeavoring to train your pupils. Have confidence in your work. Don't plough with the fear that your furrow will not be straight, for, depend upon it, it won't be so then. No girl ever ruled a right line who began it with a sense that it was going to be crooked. Don't let your work have a savour of cowardice about it. Working on these lines you will make character; you will not only, as some teach us, be prepared for heaven, you will be making heavens: Listen:—

"I sent my soul into the invisible,
Some letter of that after-life to spell;
My soul came back and answered me,
'I myself am heaven and am hell.'"

—*Rev. C. D. DuPort*.