

university education; but where that is impossible a month's residence may be of real service to a man. It brings him in some measure under the influence of the finer intellectual traditions; it may arouse in him a new sense of what human 'learning' really is. To have this sense aroused is the greatest boon he can receive. It is worth more than all the detailed knowledge in the world, though this should enable him to pass examinations with surprising brilliancy and win innumerable certificates."—*School Guardian*, London.

WORTHY OF ATTENTION. — 1. Teachers should keep in view the fact that in every class of fifty children, there are probably about a dozen or more who have some defect of the hearing, and are, therefore, placed at a disadvantage as compared with their normally hearing fellows. 2. Children who are known to suffer from defective hearing should always occupy a position on the bench nearest to the teacher; and, if the defect is limited to one ear, the child should be placed so that the better ear shall be turned to the teacher. 3. Children whose hearing is extremely defective, or who are totally deaf, should not be placed in the ordinary classes, but should be taught in a separate class by one who is qualified to teach the German method of articulate speech and lip-reading. 4. In the cases of children whose progress is unsatisfactory, and who are inattentive, dull and idle, their capacity for hearing should be ascertained by proper tests, and if defective hearing is found, information of the fact should be sent to the parents, and their position in the class so arranged as to minimize the bad effects of the defective hearing. 5. If the ear disease from which a child suffers is attended by a discharge of matter from the interior of the ear, the child should cease to at-

tend school until a doctor's certificate of fitness is furnished by the parents. 6. In all schools the head masters should issue stringent instructions to the assistants or pupil teachers that boxing the ears must never on any account be practised on children. 7. In the construction of new schools it is desirable that the class-rooms should not exceed twenty feet in length or breadth, or better, that the shape should be that of a parallelogram, with a long side of twenty-five feet and a short side of fifteen feet—the teacher occupying the position of centre of one of the short sides, and that the number of scholars in one class and room should not exceed fifty. If, as is frequently the case, the teacher stands in the centre of the long side of a parallelogram, especially in a large room, the children to the extreme right and left are badly situated for hearing. 8. In the selection of a site for a new school, a position should be chosen as far removed as possible from noisy works or main thoroughfares, the class-rooms should be situated as far as practicable from the public streets, and they should not lead directly off main staircases. 9. The walls separating class-room from class-room or from a staircase, should be sufficiently thick and of such material as to form bad conductors of sound. Wood, especially fir, is obviously unfitted for entering into the construction of such partition walls. 10. In order to guard against colds in the head, a common source of deafness in school children, class-rooms should be supplied with sufficient appliances for ventilation to do away with the necessity for opening windows while the class rooms are occupied by the children.

INDIA, it would seem, is practically uneducated. The total number of scholars in schools and colleges of all sorts is only three and a quarter mil-