

has seen a case of *Myopia originate* after the twentieth year. *Myopia* is especially prevalent among the so-called cultivated classes. Yet students do not use their eyes for more hours a day and on finer objects than jewellers, engravers, draughtsmen, seamstresses, type-setters, and many others who engage in long continued work on small objects. These occupations do not show any tendency to nearsightedness, while the professional and literary callings do. The principal reason why the members of mechanical arts show less *Myopia* than those of studious and literary occupations, is not because they use their eyes less, but the application of the eye occurs at a different time of life and under entirely different conditions."

This tendency of school life, not only to increase existing shortsightedness, but to develop it, can be strikingly shown by extensive statistics. Space permits me only to quote* the results in one case, the others varying somewhat, but favoring the same general conclusion. "In 1871, Dr. Erisman published the results of his investigations of the condition of the eyes of 4,358 scholars, at various educational establishments in St. Petersburg. The pupils were aged from eight to twenty. Taking the classes in order, the fifth being the most advanced, the following results were obtained:—

CLASS.	PERCENTAGE OF MYOPIA
Preparatory :	13.6
I.	15.8
II.	22.4
III.	30.7
IV.	38.4
V.	41.3

* Report of Conn. Board of Ed., 1878.

In Germany it is a matter of observation that shortsightedness is more common than with us. Yet the statistics of Dr. Cheatham, obtained by examination of eyes of students in the New York College, show that 29 per cent. are so in the Introductory class, and 40 per cent. are so in the Freshmen class. These percentages include both high and low degrees of it. As stated in last month's *MAGAZINE*, great complaint is seldom made until vision for distance is reduced one-half.

CRAMMING.

Would that educators knew that "*Savoir par cœur n'est pas Savoir*," and that they would act accordingly. Bacon, in the first axiom of the *Novum Organon*, says, "Man, the servant and interpreter of Nature, understands and reduces to practice just so much of Nature's laws as he has actually experienced; more he can neither know nor achieve." Accepting these opinions, it follows that much of our present educational system must miss its aim. After all, the most of schools, yes and colleges, teach is, not to know, but to know where and to be able to find recorded facts. The teacher who supposes his pupil *knows* what he can recite creditably does not himself know what he is doing. At best he is insisting on certain specified knowledge being well indexed. If, in accomplishing this object, he injures, and that perhaps irreparably, the psychological and physiological development of the pupil, has he not done more harm than good? In these days the welfare of the body is too much subordinated to the training of the intellect. The subject of cramming deservedly received much attention and marked condemnation at the recent session of the Canada Medical Association at Ottawa. It is believed to be an evil, and most prevalent in our best schools. In all fairness, however, it must be remem-