

that the increase in weight, muscle, and healthy complexion among the pupils, their actual growth in practical mental resources and high moral qualities, are among the results looked for, then payment by results may not be so bad as it has been called, if proper methods could be devised for measuring the results attained.

The time allowed for education is all too short, but are we justified in lengthening it by exacting of children five or six hours of brain-work per day. If we do this, what is to become of the physical, æsthetical, mental, and spiritual growth? If we could judiciously unite all these kinds of education, it might be possible to go on educating all day without weariness or undue pressure. But it would be better for the teacher to content himself with two hours of mental work per day, if the rest of the time can be spent in something useful and profitable. One thing at least is certain that when fatigue of brain or mind begins, education ceases.

The taste of the present time runs strongly in favour of examinations. Block up, with *chêvaux de frise* of hard examination papers, the access to every distinction and profession, and take these examinations out of the hands of the educator and place them in the keeping of crotchety old gentlemen educated at least a quarter of a century ago, and all will be well. But examination, without previous good education, is as worthless as a well dug in a dry sand bank, and examination itself is a scientific art amounting to no less than the accurate testing of the whole development of the learner up to a certain point—an art to which no one is systematically trained, and which comes naturally or by experience to only a very small percentage, even of men of learning. The examination craze of the present day is one of its features which will be most heartily condemned by the coming age.

The battle as to the question of health and education has lately raged with great violence around the higher education of women; and the trumpet-blast which the President of the Medical Congress at Brighton, Dr. Moore, felt it his duty to blow, has stirred up the strife with new acerbity. We are all wrong, according to Dr. Moore, in attempting to educate women. Woman is a physiological machine understood only by medical professors, and cannot be touched by the educator without a strain and over-pressure