

evidently have to thank our climate that we are not entirely dependent on immigration to bring about an increase of population. Marriage takes place at comparatively a late age in Ontario, and there are fewer marriages per thousand of the population than, for example, in England. Dr. Bryce draws certain conclusions from his figures. "Assuming, however," he says "after allowing for imperfect registrations, that the basis established between marriages and births is a fair one, it would seem impossible not to conclude that certain other influences, which may be termed of a social or moral character, must be operated to produce such a low birth rate." The theories of the Neo-Malthusian, set forth in works on sociology and in the modern novel, must produce effects. The State and doctors and ministers have each a duty to perform. Dr. Bryce concludes: "It is manifest, therefore, that if the Anglo-Saxon race is to fulfil its destiny on the American continent, and play the dominant part over inferior races in the march of progress, the exponents of its assumed superiority will have to preach a gospel of patriotism to which to-day they seem singularly blind. Social degeneracy has always meant national decay, and it is the simple and moral citizens of to-day who will hold the supremacy to-morrow. The matter is one which ought to be of the highest interest and importance to the teachers and exponents of public morals."—*Mail and Empire*.

The question of overstudy in school and also of the advisability of home lessons is one at present attracting much attention. It is during the long stretch from Christmas to mid-summer, unbroken but by the brief Easter holiday, that the strain of study is most severely felt by the children. The lovely lengthening days tempt to out door sport, but the child who,

after from five to six hours of school, must spend from two to three in preparing next day's lessons can have but little time to indulge in it, or does so at the expense of needed rest. That such a condition of things is fraught with serious danger to the physical well being of our children cannot be doubted, nor yet the fact that without physical health the most brilliant attainments must be rendered useless and must be depreciated.

A remedy often suggested is that there should be no home study, the hours spent in school covering all preparations for the next day, and this, we believe, the State claims to be its intention. Hon. G. W. Ross, in addressing a Normal School convention last June, remarked: "Home lessons are not an obligation imposed by the Department, but a device of the zealous teacher for the purpose sometimes of obtaining a higher rate of progress on the part of his school, or at other times for compelling greater application on the part of dilatory pupils. The State in prescribing from five to six hours' daily study takes for granted that its educational courses can, within those limits, be duly completed." From the above it would seem as if the responsibility for home lessons rested with the teacher, yet such a view is probably unfair. The teacher is almost uniformly required to handle such a number of pupils that each one can receive but the smallest fraction of his personal attention. The idle and dilatory pupil is always with him, and not only his rating as a teacher, but very probably his chance of retaining his position, depends on the favorable record he can make for his school. Small wonder then if he strives his utmost to attain this end.

The abolition of home lessons is not desirable, as the best results will be obtained by a judicious blending of home and school work. To a certain