

things, that the faults complained of are not intended so much to give information as to train the mind. But in this case is there no danger of beginning at the wrong end? Is there no such thing as mental digestion? Is it not better training for the mind to grasp and understand fully a few simple statements, than that a large quantity of "Johnsonese" should be crammed into one's memory?

(2.) Another cause of the failure of the present system of education to prevent the growth of the dangerous class, related to the former cause, is that a child is expected to know "something of everything." All the "ologies" are laid under contribution, and too often a programme of work is devised that would terrify the most stout-hearted adult. No account is taken of the fact that both the mind and body of the child require more rest and relaxation from toil than those of a full-grown person. The idea is entertained that there is no limit to either, and in too many school-sections the children are "crammed" "from early morn till dewy eve," till they look with distaste and disgust upon every book or pamphlet. No doubt, in some instances, incompetent teachers are responsible for this, but more often the fault must be laid at the door of ignorant, arrogant trustees. Too often men, who can hardly write their own names, and who imagine that the possession of more books than the child can carry, is an index of the amount of knowledge required, increase the number and weight of them, and compel the teacher to use every one of them. Too often the teacher complies, especially if a lady, for she knows that if dismissed from her situation nothing but ruin stares her in the face.

For the two reasons given above, the memory is by this vicious cramming system, stuffed with ill-arranged, dry facts; anything like systematic arrangement of these, leaving out everything like application of them, being abso-

lutely hopeless from their very number and complexity. Thus, reason has no part to play in education, and thus it, lying fallow, so to speak, is ready to assent to any idle whim, fancy or notion that may come before it. Instead of governing imagination, it is too often governed by it, and will hence be readily led in the wrong direction, *i.e.*, towards the dangerous class.

IV. *The frightful evil of intemperance* is perhaps the greatest cause of the existence of the dangerous class. While it seems to be on the increase amongst us, it must also be noticed that at no time more than the present did the total abstinence movement occupy so much attention or gain so much ground. Too much attention cannot be paid thereto, and it is most earnestly to be desired that the noble workers in the temperance army will be able to carry the day, so that intoxication will be a thing unknown, and even the taste of liquor a thing of the past. To do this successfully, the public mind must be so trained that it will hold in abhorrence even the cause of intoxication. It must understand that while alcohol is a stimulant, it is not nutritious; that it is merely a drug, and should be used as any other drug; that it and the other alcohols are, chemically speaking, hydrates of the organic alcohol-radicals, and are thus related to caustic potash in their constitution; that alcohols dry up and slowly consume organic matter, especially the human viscera; that alcohol taken into the system tends to choke up the blood-vessels, and to increase the fatty matter of it. Thus far for the physical effects. For the moral effects, the public mind must understand that a very large percentage of crime is due to indulgence in strong drink; that food and clothes, house and land, are bartered away for it; that it has been the ruin of thousands directly, and of millions indirectly; that each one is a responsible being, capable of causing he knows not how many to follow his