

failure in governing a scholar or the use of the rod, I unhesitatingly say, let the rod be used. As an *ordinary* means of punishment, I earnestly deprecate a resort to corporal punishment, and I believe that the teacher who punishes in this way frequently may well question his fitness for the position he occupies."—*D. B. Hagar, Ph.D.*

"There are occasions, however, in which the cane must be resorted to. We have no sympathy with objections to flogging on the score of its cruelty or indignity, provided an interval elapse between the offence and the chastisement. It is much more merciful to castigate a boy than to wear his nerves to exhaustion by appeals to sentiment, affection, or duty, which minister to the vanity of the hard, and the morbidness of the gentle and sensitive. Punishment should be prompt, sharp, decisive, and there end; the object being not to inflict pain, but to deter from future offences, and to restore the moral equilibrium of the offender and the offended school-conscience. This object once attained,—the more expeditiously it is attained the better,—no more should be heard from either offence or punishment. A teacher or parent should never bear grudges. The young interpret such exhibitions as sulkiness and injustice, and do not fail to learn the lesson for themselves. A boy should be allowed to start fresh from punishment, and without stain.

—*Prof. S. S. Laurie, England.*

THE OVERWORK QUESTION.*

Herbert Spencer's criticisms upon the overwork of the American people have called forth a volume of dissent from several of his own countrymen, whose observations in America are much wider than Mr. Spencer's could possibly be, as also from the American press. This old-time and somewhat stale charge is meeting a much sounder discussion than was formerly given to it. It is an instructive illustration of the maxim, "Catch your hare before you cook it;" be sure of your fact before you offer to explain it. Before it can be established as a fact that Americans, as a people, overwork, it must be settled what is over-work. Is it a question of the time spent in labor? American mechanics and common laborers work usually ten hours a day, with frequent days off, and holidays. Our merchants and business men work from six to eight hours, with frequent lulls in trade; and long annual vacations. Our lawyers and physicians and other professional men work according to their popularity and the demands made upon them. Many, doubtless, work more hours than they ought; but we suspect that the great majority would be glad to fill up with business many of the idle hours they now have. Our teachers are employed from two to six hours a day with the work of instruction, and give as much time to study as they find convenient. Many of our women, doubtless, work more hours than are good for them; but in the middle and higher walks of life they have as much leisure as they choose to take.

If intensity of work is meant, it is probably true that the Americans work with more energy and rapidity than Europeans of the same classes. It is asserted that American mechanics accomplish more in the same time than Europeans, owing partly to their superior intelligence, and partly to the greater energy and spirit with which they work. American business men are also somewhat famous for their pushing enterprise, due, doubtless, to the greater opportunities offered by the conditions of the country, and the greater prizes for successful efforts. But intensity in work is largely a question of temperament, and it is possible that our drier climate may favor a more active temperament than that of England, or the continent of Europe. We incline to the belief that Americans work with more vigor when they work at all; the slow, sluggish movements, the work without heart and without hope, so often seen among the

working classes of Europe, seem infinitely dull and tiresome to the average American. He desires to see his task finished and get the good of it.

If brain work is meant, then it is still more difficult to find the truth. The human mind, and presumably the brain, is in perpetual action at least during the waking hours. And this action is as intensified in the hours of recreation as in those of study or labor. Nor does the healthy brain ever have the sense of weariness so common to the muscular system. A "tired mind" is a thing unknown. What is called mental weariness will always be found on careful inquiry to be a physical sensation. It is those mental employments which necessitate long confinement of the body to one position, and shut out the free air, which produce what is called weariness of mind. The merchant who sits over his books three or four hours rises weary and exhausted; but let him spend the same time on his feet engaged with the most engrossing business, moving from place to place in the fresh air, and he may complain of bodily weariness, but never of a tired mind.

The truth is that what is called mental over-work is over-confinement and bad air. Children do not die of too much study, but of too long sitting and of ill-ventilated school-rooms. Put the same children among their fellows on the play-grounds or in the fields, and they will keep tongue and brain busy all the day, year in and year out, without the loss of a particle of vigor or of fresh color. Whenever, in order to think or study, we deprive ourselves of bodily exercise, and shut ourselves up in close and unventilated rooms, we suffer not from over action of the mind, but from inaction of the body, and from that oxygen starvation which steals more lives than all other causes put together. The mental worker is also liable to interfere with his bodily health, by injury to the digestive functions. He fails in the exercise necessary to healthful digestion, and draws blood to the brain which is needed by the stomach. The common curse of the man of sedentary pursuits is the dyspepsia.

Over-work must be work which tasks the powers beyond their ability to repair losses. So long as the system recuperates perfectly after each effort there is no over-work. In the growing period, the recuperation must be something more than repair; it must include the growth in addition. And when it is reflected that work, or at least vigorous exercise, is an indispensable condition of all healthful growth, and of perfected strength, we shall find reason to believe that more Americans suffer from under work than from excessive exertion. Many of the slender forms and pale faces around us would grow rugged and ruddy if in place of the lives of lazy inaction, which so weakens them, there should come lives of vigorous and hearty work.

NO "CASE" IN ENGLISH.

We now propose to prove that there is no property of the English noun that can, with any propriety whatever, be called "case." Out of something over a hundred grammars, we make the following extracts from which it will be seen that the "authorities" are by no means united in their opinion as to what "case" is. In answer to the question, What is case? we are told:

Case in English Grammar means condition. —Clark's Norm., p. 85.

The word means ending. —Boltwood, p. 101.

It is the relation of a noun or pronoun to other words. —Harvey, p. 31; Kerl's Comp., page 144; Barton, p. 20.

It is the state or condition of a noun with respect to the other words in a sentence. —Bullion, p. 39.

It is that property of a noun that denotes its relation to other words. —Pinneo; p. 35; Raub, p. 40.

* John M. Gregory, LL.D., in the *Chicago Present Age*.