

the top of the ladder, ignoring the divine plan to climb to it round by round. So many varieties of nervous tension and exhaustion are produced by it that a foreign writer has given to it the general name "Americanitis." He goes on to say: "This disease is found in every occupation and department of American life. It is a spiritual even more than a physical disease; an intense and almost insane desire to reach the topmost places at a bound; an inability to grow into things; a determination to take them by force." Teachers have a positive duty in the prevention of this disease in the school-room. One of the most pronounced symptoms will be a tendency to worship one hundred per cent. For this reason all feverish examinations, where results are estimated in figures, must be carefully avoided. In the meantime equable circulation may be preserved by frequent physical exercises. The pulse beat may be lessened by daily doses of old-fashioned thoroughness and plenty of out-door observation of the way nature does her work. It will be found that seed-time and blossoming are not very close together.—*The School Journal*.

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EDUCATION IN ENGLAND. — The year 1891 has been a busy and in some respects a momentous one in regard to educational matters. During its course the Legislature gave further proof of its interest in the mental and moral welfare of the people by passing a law which must have great and far-reaching effects. "Commonwealths and good Governments," said Bacon, writing of the education of his day, "do nourish grown virtue, but do not much mend the seeds." That has been changed in at least one important respect. While good Governments continue to show a becoming respect for grown virtue, they

certainly no longer neglect the seeds. These are guarded and nurtured with a care never before bestowed upon them; and in due season we shall no doubt reap an abundant harvest of those excellent fruits which Dante calls virtue and knowledge. There are hopes that Mr. Arnold's new type of Englishman, "more intelligent, more gracious, more humane" than any now existing, will by-and-by be evolved. Knowledge assuredly is spreading with unprecedented rapidity. Wisdom, the highest essence of education, may still, as in the days of Solomon, be rare, but learning is no longer fugitive and cloistered, or afraid to venture outside academic walls. The Act of last year has given a very perceptible impetus to the cause of popular education. When it became law there were honest people who doubted the policy of giving free instruction, or instruction that was to be had at a merely nominal charge. But results have already justified the foresight of those who were responsible for putting it on the statute-book. How great the strides in elementary education have been during recent years may be partially seen from the fact that while in 1870 the Government grant amounted to something like half a million sterling per annum, it is now seven times as much. The total sum now spent each year on elementary schools exceeds seven millions of pounds, an aggregate that bears eloquent testimony to the efforts which are being made to educate the rising generation. In twenty years the number of certificated teachers has increased fourfold, and the accommodation has grown over threefold. These figures speak for themselves and need no comment. But it has to be noted that the larger expenditure means not only a prodigious rise in the number of pupils and teachers, but a much greater efficiency in imparting instruction.