

A leading daily paper, in commenting on this subject, says: "the evils resulting from an overdose of home work are perhaps the most serious and most subtle of all. The strain kept up on the pupil's body and mind during school hours must be followed by complete relaxation, in order that both may be reinvigorated for the duties of another day. The bow that is always kept bent will soon lose its elasticity, and the organization that is kept constantly in a state of tension will soon collapse. Hard, constant, enervating work for five or six hours is quite enough in one day for young children, and any additions made to it in the case of those that are older should be made with the utmost caution. Many a life has been blasted by the crushing of mind and body under the incubus of overwork at school. There has been in the past far too much of this in our Public Schools everywhere, and perhaps most of all in towns and cities. In rural districts the walk to and from the school is an admirable corrective, while the necessity of doing some farm or house work is equally so. But the danger to the children is very great in cities, and it behooves School Boards to be extremely careful in their dealings with the pupils respecting school hours and work."

The great object of school study is to train the pupils to self-exertion and independent effort—to give them the ability to depend upon their own efforts as students, and gradually to dispense with the aid of a teacher; it is therefore of supreme importance to avoid everything that discourages or deprives pupils of self-reliance, and nothing has a stronger tendency in this direction than the imposition of excessive tasks, and the consequent necessity for much teaching. Habits are always more valuable than facts; it is not the quantity of knowledge acquired that

constitutes a criterion of mental advancement, but the mode of employing the mental faculties—the habits of thought into which the mind has settled in making its acquisitions, or in applying them. The high value placed upon written examinations as a test of scholarship by our educational rulers has brought about this undesirable state of affairs, and, so long as educational effort centres upon this test for efficiency, and the success of a teacher's work depends upon the number of pupils he can pass through the semi-annual ordeal, will teachers and pupils be subjected to the high pressure under which a great deal of the work of our schools is now done. It is a misfortune for a student to fall into the toils of a school that is constantly trimming its sails with the view of coming in well ahead on the day of competitive examination.

It seems to be the unanimous opinion of teachers throughout the province, that there should be a rotation of examiners for all of our school examinations. Capable men can surely be found among the professors and tutors of our Universities, willing to *prepare* the examination questions; it is not necessary that they should *examine* the answers of candidates; this work is now done chiefly by sub-examiners, selected by the Minister of Education from amongst those who are not actively engaged in preparing students for the examinations. It would be well not to announce the names of the examiners beforehand, and on no account should the questions for important examinations be printed *before* they are submitted to the candidates. The examination papers for first-class teachers could easily be printed by means of the papyrograph or lithogram, during the day of examination; those for second and third-class and for entrance would still have to be printed.