

and have been urged hitherto as an insuperable obstacle to the introduction of such Examinations in the district schools. We have, however, in this Report a simple statement that the Examination has been held and the results are given. There is no reference to serious difficulties encountered. Difficulties, no doubt, were experienced, but they have given way before the importance of these Examinations, and instead of abandoning them as impracticable, it is proposed to extend and improve them another year. We regard this as an important step, and one which other Inspectors will do well to take note of. We know that Written Examinations alone are neither a perfect test nor a fair test of work done, or of a pupil's attainments; but taken in connection with the other means at the disposal of the Inspector, they form a valuable test and means of comparison and also exercise a strong educational influence.

The absence of any definite programme or limit of studies for the guidance of the Elementary school-teachers, is very properly noted in this Report. This is a difficulty which is felt throughout the English schools of the Province, and deserves careful consideration. Even with a body of trained teachers, a well-defined programme of studies is an important element of successful work. And to the young and untrained teachers, to be found in so many of our district schools, some programme is absolutely necessary, if satisfactory results are to be attained. If a general programme of studies, which with slight modification would apply to most Elementary schools, were proposed by the Education Department in consultation with the school Inspectors, it would no doubt be adopted by the different Municipalities. It is to be hoped that an effort of this kind will be made at no distant date. There are several other points in this Report to which we would like to refer, but as they will come up in connection with the Reports of the other Inspectors, we shall defer our remarks until these Reports are printed.

THE BRAIN AND EDUCATION.

Few natural laws are more widely known or more generally abused than that expressed in the aphorism, "every part of the animal body grows by exercise." The brain is part of the body, *ergo*, it grows by exercise, and, by a facile fallacy of inference, the more it is exercised the more it will grow. Whereas, although