

knowledge, until it falls helpless by the way from sheer congenital I could give a long and sad recital of cases brought to me by parent of young people who came voluntarily in whose histories, shattered nerves, low vitality and fagged mental energies could be traced directly the deplorable effects of over study, and of an unduly forced education. The nervous headaches, the sleeplessness, the loss of appetite, the low-spiritedness, the lack of energy, the hot and throbbing temples, the temporary impairment of vision, (which causes two lines on the page of a book to blur into one), the partial loss of the usual facility to memorize, the lack of power to concentrate on one study, the night sweats, the panorama of dreams instead of the natural and profound sleep of childhood, the muscular twitchings and unusual thirst, and the morbid fancies, are only a few of the symptoms of many of those afflicted with the epidemic of over study. We see what is the cause of all this physical disturbance, from one fact alone, namely,—unless permanent injury is already done—these signals of distress and danger disappear during vacation. I have seen the symptoms intermittently moderate and subside during the rest of Saturday or Sunday, unless the victim is burdened with heavy tasks on these days also. The writer knows whereof he affirms in this respect.

Christian and moral precepts and duties can be taught on Sundays to week day scholars without injury and it may be with much profit, but to ask young children to distinguish themselves by memorizing Biblical biography, geography and topography, in addition to week-day lessons, is a system fraught with mind-destroying peril. It is now bearing its evil fruits in our country. It is not "malice aforethought" which prompts this pressure, it is gross ignorance, which sees only evidence of good work in phenomenal children, who are mentally old men and women in their childhood.

The teacher—poor fellow—often says to me: "I know what you say is true, but were I not to push my scholars to the utmost of their ability, by means of this hot-house growth, I would be condemned as producing no evidence of my diligence and capacity to teach. I must push forward, as rapidly as possible, all my scholars from one form to another. I must prepare as many as I can for the High Schools and Collegiate Institutes. These in turn compete with one another as to how many from each can matriculate in our several Universities and carry off scholarships. These glory in the machine-made scholars sent up in shoals from these centres of education."