

nastics, to which I have already referred, at school. Fancy him in a half-morbid state, with the intellectual nature artificially forced far beyond the physical, and add to these the dangers to which I have referred as peculiar to this time in life. Ought not this to be a time of rest, of ease, with relaxation and double caution? What is it? This is the time that *custom* (and let me accentuate the word *custom*, for I do not refer to any particular system of schools, German, French or English, but to a universal custom among all civilized people.) That custom has chosen for the child to prepare his mind for the active duties of life. Between sixteen and twenty-four the training is hard, and the means taken are stringent. The ground covered is wider every year. Hundreds break down and go insane at this time of life who would not go insane if the sagacity exercised by a horse-breeder or a dog fancier were exercised in their behalf. I have only touched upon this matter. Parents are probably ignorant of the great risk they are running at the time, but let us be mindful of these things. There is a great need of reform. Some day the main aim in education will be to teach men and women to *think* and to live. That day has not yet come. Some day one of the hardest tasks in life will not be dropped upon the yielding shoulders of unmatured youth, but will be undertaken when the individual is better able to endure it. These four years should be a time of rest, not of tremendous strain. But, as I said, education is fanciful, not practical. The time is convenient, it coincides with domestic matters. It is convenient, but not scientific.

Life under imperfect sanitary arrangements is almost sure to lead to some form of disease. Lung, heart and kidney disease, besides many other morbid conditions, have often been known under certain conditions to lead to mental aberration and insanity. The ignorance to which I have referred in the mental training of the child and youth is not greater than the popular ignorance is to the commonest rules of sanitary science. The mental faculty is strained until it breaks and warps. The physical nature is stunted and perverted and neglected, while all the attention of the teacher is being given to the crucifixion of the mental energies. I can only give a word in passing to the chief mistakes made. I refer to work, food, sleep and clothing.

No child should be forced to do heavy or violent work before the bones and muscles are developed. At the same time boys and girls should do enough manual, out-of-door labor to aid reasonably in the development of their muscles. With the child, recreation and labor should be almost interchangeable terms. A little care and tact would make them so.

Sleep is an important point. Some wise saw of the past is evidently accountable for the gospel of early rising. Men and women are not poultry, and the search for the early worm is a senseless proceeding. The development of the mind requires a great deal of sleep. Civilized beings ought not to arise in the morning before seven o'clock unless they have gone to bed before nine. An adult should have eight hours sleep, a youth ten, and a child twelve. Lack of sleep, while it is one of the first symptoms of insanity, is often one of the causes as well. Classes of the community, whose occupation prevents a full time of sleep, furnish a very large percentage to the insane.

Food and clothing need but a word. The first is to sustain the body, but many are so unwise in their choice of food, or their way of eating it, that digestive derangements are brought on, and which may lead indirectly to acute melancholia, other things being equal. Space is lacking here to go in detail into the abominations of Canadian cookery. With the most bountiful