

## EDUCATION.

As to education, the first requirement of a school is to preserve the children, scholars, in good health. A school cannot create health, but it can endeavor to preserve it. Imperfect ventilation, excessive studies, *too frequent cram examinations*, all contribute to overtax the mental and physical ability of the child, or even the adult. In child life, the home and the school are inter-dependent, and in strength of character as well as intellectual attainment there should be an even balance in the home and the school.

Within a few years only have the Boards of Health fully recognized these points. Medical inspection of schools was introduced in Boston in 1894, and in many of the American cities, is now an established principle; the good and practical results, disarming all opposition. School hygiene in the widest sense, is not merely for the avoidance of contagious or infectious diseases, but to ascertain any disease whatever of the system, and take immediate steps for the preservation of health and life. In the whole vegetable world no two blades of grass are precisely alike, and the same diversity is noted either as to facial expression, or mental capacity, and yet thousands of young people pass out of our schools and colleges on the same exact pattern. Thus in our active centres of trade and commerce, many are unable to obtain employment, not being equal to the occasion. Teachers, as far as possible, should endeavour to make out the natural bent of the scholar, and shape the course of study accordingly. A compulsory uniform method of intellectual development is not likely to produce the greatest degree of usefulness in after life. Chicago has given evidence of a progressive spirit in educational policy. It is now required in their schools that candidates as teachers shall pass a physical examination, as well as an educational, before being licensed. The health of both teachers and pupils is guarded, thus securing better health, better temper and increased efficiency. This is an age of specialty, and when the inclination of the youth's mind is known, greater excellence will be attained in the future, by the direction of education to meet natural capacity.

As Gorst has well expressed it (*19th Century*, May, 1901) "the aim of education should be to get the best out of each individual and not to obtain an average of mediocrity, and that the enormous expenditure of public money upon the production of machine made human automata is sheer waste."

Fortunately a marked change for the better is now in progress in educational matters. Manual training, industrial training and technical education are coming to the front in Canada, due to the philanthropic efforts of Sir William Macdonald, and the able and lucid exposition of the subject by Professor Robertson. Such education tends towards the achievement of practical results to our Canadian youth so instructed as to be equal to any emergency in life with mental and physical development unimpaired.