

operation. Many know, and know, and know, and actually keep on knowing until they have lost the power of doing; and so with eating, some go on eating and eating, until it takes the entire strength of the system to carry them along." So by excessive knowledge the mind is liable to grow stupid and fat. True education, sound brain culture, is the faculty of turning it to practical account. How absolutely useless is the man who knows everything and can do nothing perfectly. The very common sense being educated out of him. This is, in fact, almost a diseased state of mind, not likely to result in the highest achievements of either mental or physical development.

This is a progressive age, an age of speciality, and when the natural bent of the youth's mind is known, greater excellence will be attained in the future life of the child by directing education to meet natural capacity. As Gorst has well and ably expressed it, "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 machine-made human automata is sheer waste. Fortunately, a marked change for the better is now in progress in educational matters. Normal schools, manual training schools, such as introduced into Canada by Sir William McDonald, and technical education, as advocated by Mr. Carnegie, all have their places, and, exercised prudently, their power and educational influence. The kindergarten system, at the ages of six or seven years, as advocated by Froebel and his successors, in the primary grades of our public school system, is accomplishing much good and safe educational work, intellectual and physical development keeping pace with each other.

Dr. Newsholme, Health Officer for Brighton, England, has recently pointed out the lower age limit of children for school attendance. (*Public Health Record*, 1902). The chief plea is that children under five years of age should be excluded from public elementary schools. On the roll of infant schools in England and Wales, between the ages of two or three years and four or five years, constituted in 1900, there is about 10.9 per cent. of the total scholars of all ages in elementary schools, chiefly owing to the fact that many mothers, engaged in other daily work, seek this method of being relieved of the charge of their children for four or five hours daily. The occasional advice of school teachers that the sooner children are sent to school the better, leads to the same result. Premature school attendance is most decidedly injurious, and gradually saps brain vitality, and is followed, in time, by both mental and physical deterioration. Doubtless, the first seven years of life are for growth rather than for elaboration of structure and function; and,