

usefulness for the varied spheres of life considerably lessened. Hospital statistics point out that the principal mortality in children is passed between the seventh and eighth year, which strengthens the argument very considerably, as to the best time to enter school. Parents should not be anxious to convert schools into nurseries, and this point, I feel assured, has not escaped the attention of those under whose immediate supervision the whole subject of school life is placed in our Dominion. To the ordinary observer it must be apparent that the period between childhood and boyhood is one surrounded by constant anxiety, and requiring more than ordinary care and watchfulness. For children under seven years of age the great proportion of the teaching should be imparted or conveyed as play; not as a play upon words, but a play in the development process of germinal intellectual power. It is in these years of childhood that education should not in any way conflict with health. Short hours of study; vigorous digestion, kept up by ample physical exercise; will assuredly bring about better results than the overstimulation of young people by competitive examinations, which induce a degree of mental high pressure, that may make bright pupils in childhood, but oftentimes sap the requisite physical power for the varied callings of after-life. Those who require to live by muscular power chiefly must develop the power early. In the cultivation of brain power direction should, as soon as possible, be given to the practical usefulness of the future. Thus preserved, child power, in time, becomes good man power, and in the march of intellectual progress affords strength and endurance to the future of our Dominion. In an address before the State Medical Society of New York, Dr. Agnew draws attention to the increasing pre-

valence of asthenopic, refractive, and neurotic difficulties among scholars at the present day. These diseases, he considers, are growing rapidly in schools, colleges, and other centres of civilization. In both England and Germany we have ample evidence of the same. The question arises how are such diseases to be most judiciously guarded against? By careful scientific inspection, and the rigid enforcement of personal and local sanitation. Defective school architecture has much to do with bringing about defects of vision, through unequal expansion and contraction of the pupil. Hence the importance of the proper adjustment of light in the school-room. To correct such difficulties, we are fortunate in having a city medical inspector, and the importance of such inspection cannot be over-estimated in carrying out efficiently the best working of our educational institutions. Dr. Cohn, of Breslau, examined the eyes of 10,000 school children, and found that in various degrees there was a rapidly increasing near-sightedness, and in some of the highest classes the near-sighted students were nearly sixty per cent. of the scholars. From these facts it is quite evident medical men have an important duty to perform outside of the privilege of curing disease, if possible, once it has been developed. Thus we observe the absolute necessity of proper sanitary inspection, to stay the evils now on the increase, chiefly through an overtaxation of nerve tissue and nerve power, not in keeping with the physiological principles inculcated at the present day. From various data, it is quite evident, that within the past few years lung diseases are on the increase in school children, and, in many instances, this may be attributed to overcrowding and long and exhausting confinement in a vitiated atmosphere. The lofty ceilings of our new school