

education. The report states that "the examinations furnish evidence that the scholars possess a considerable amount of accurate knowledge. The revised programme recently issued has been framed so as to extend that knowledge, especially with respect to common things." Instruction in drawing is now given in 170 schools, at a cost of about \$25,000. Singing was taught to over 32,000 pupils, both notes and the tonic sol-fa system being employed. The expenditure on this branch was about \$35,000. The average attendance is low, only 120,901, out of a total enrolment of 222,054.

The *Globe* published the other day an elaborate paper by Dr. Daniel Clark, on the Evils of Over-Education. There is, undoubtedly, much truth and much good advice in the paper. There is also, in our opinion, much of unproved assumption and unsound theorizing. The close connection between the mind and its physical organ, the brain, and the dependence of the former, even in its highest functions, upon the health and vigor of the latter, are now generally recognized. The idea that the use of the mind organ as a merely receptive instrument, which is the case where the appeal is made chiefly to memory, gives it no energy or strength, while a proper exercise of its powers in bringing into being new ideas and native conceptions, brings healthy growth, like that of a tree, an increase of power "by virtue of the exercise of its increasing activity," is some extent new, and may, perhaps, be true, though it would be hard to show that even memorizing is a merely receptive process and not a form of mental activity. It is, however, as Dr. Clark says, self evident, that to "merely cultivate memory is one thing, and to evolve thinking is quite another." No wide-awake teacher will fail to note the distinction and act upon it.

"At no time in the history of the world has education been more diffused among the common people, and at no period have nervousness, excitability, brain-exhaustion, and insanity been so prevalent." These statements are both probably facts. Whether and to what extent they stand related as cause and effect, is another matter. *Post hoc* is not *propter hoc*. Dr. Clark recognizes this fact and sets about establishing the connection between the two. In this he is, in our opinion, only partially successful. It is, unhappily, but too easy to point out other more obvious and more deplorable antecedents, which may be the causes of the 'national nervousness,' which bears so many evil fruits. Never, probably, in the history of the world were so many in mad haste to grow rich, not by persevering and healthful industry, but by trading and speculative methods, which lead to constant nervous tension and anxiety. Never before were there so many deleterious compounds, and fiery, poisonous decoctions used as food and drink, depraving the appetite and sowing in the system the seeds of physical, mental, and moral disease. We are much mistaken if the weight of evidence does not indicate such sources as these, and the hereditary tendencies flowing from them, as much more prolific of the nervous derangements in question than any over-stimulation of the intellect in the public schools.

It is eminently true that "brain work is needful and healthful," and we believe it is true of the child as well as of the man or woman. Other things being equal, we have no doubt that the child whose brain is properly and even vigorously exercised, with due regard to physical conditions, such as the need of abundant rest, and exercise and recreation in the open air, will develop a better physique and live a longer and healthier life, than that one whose early years are little more than a round of mere animal functions and delights. It is to be hoped, however, that few originals for such a picture as the following, can be found in Canada, albeit the evil effects upon body and mind are due, not so much to real over-work of brain—for, as a matter of fact, the brain can't work, and won't work, through such weary stretches—but to the unhealthy atmosphere of the school-room, and the want of the fresh air and exercise which nature demands. Let the teachers of Canada study the picture, and see if it is true to the life of any school or locality with which they are acquainted. If so the sooner they begin to agitate for reform the better:—

"Over-pressure, undue anxiety, violent passion, worry without needful rest and fresh air, always mean a premature wearing out of the machine. A brain under such disadvantages will not live out half its days. To appreciate our danger in this respect let us look at our school studies. In some of the more advanced classes we find that from 15 to 18 studies are required in 5 days of every week, not to speak of Sunday schools. Take school hours, and add to them, say two hours of evening or morning study, and we have for close mental application as many hours as are needed to do the daily work of a robust adult mechanic. To state this is to show the folly of our system of education when exercised on the young and tender brains of the coming race."

To a certain extent we agree with Dr. Clark in regard to the evil results of prize examinations, but we do not see that the "cultivation of certain faculties to the exclusion of others" is a necessary outcome of the "prize-giving stimulation;" that the system necessarily "leads to one-sidedness" by giving its rewards to those who excel in one branch of study, with a minimum of knowledge or capacity in any other, or that examining necessarily "means mere remembrance." That such are too often the tendencies of the system must be admitted, but the fact condemns the examiner, not the system. We doubt, on the other hand, if there is anything else equal to the written examination, in the hands of a skillful educator, for evolving and compelling the real thinking, and balanced development, which Dr. Clark rightly regards as the only true education. So far, in fact, are we from believing that the stimulation of examinations—the prize-giving is questionable on other grounds—necessarily tends to one-sidedness that we venture to assert that in the majority of cases, where the examination questions are at all what they should be, the prize-winners will be found to be those who have done well in the greatest variety of subjects.

Finally—and our readers will not think we are occupying too much space with the many questions raised by this really able paper, dealing, as it does, with one of the greatest of