of what our boys read for themselves. "At the beginning of this term I got each boy in my form (the sixth form in one of the London day-schools) to make a list of the novels that he had read since Easter-that is, just five The longest list had fourmonths. teen works, and one boy had read only one novel in the time; the average consumption was between six and seven-that is, at the rate of thirteen novels a year. Scott was far and away the most popular, and of living novelists Rider Haggard alone can be called a favourite. The following figures show the number of times that a work of the author named occurs : Scott, 16; Dickens, 10; Kingsley, 7; Rider Haggard, 7; Wilkie Collins, 5; Bulwer Lytton, 4; Thackeray, 4; Blackmore, 3; George Eliot, 3. I confess I was surprised and gratified to find that so much good literature and so little rubbish was being consumed by boys who have little leisure time and almost unrestricted liberty of choice."-The Fournal of Education.

HOW PLANTS GROW BY ELECTRIC LIGHT. - Some interesting experiments have been conducted at Cornell University, Ithaca, N.Y., to show the effect of the electric arc light on the growth of plants. A greenhouse, 20 x 60 feet, was divided into two nearly equal portions by a light board partition. The plants in one compartment were treated to ordinary conditions - sun-light by day and darkness by night-and the other had sun-light during the day and electric light during a part or the whole of the night. The effect of the light by night was to greatly hasten the maturity of the plants, especially in the case of such leaf plants as endive, spinach, cress, and lettuce, but the leaves were smaller. The electric light spinach in seven weeks matured and produced good seeds, while that

in the dark house was still making large and edible leaves with no indication of running to seed. For three feet, either side of the lamp, most of the lettuce plant were killed outright; the plants increased in stature, vigour, and size of leaves with increased distance from the lamp. Two varieties of cress behaved in the same way. Those five feet either side of the lamp died soon after coming up, and seven weeks after sowing all surviving plants in the light-house, excepting a few which were shaded, were in bloom, and all were small and the leaves were curled.-School Fournal (N.Y.).

INDIVIDUALITY.—Processes ought to be adapted, not only to the universal, but to the individual need. It does not follow that the universal need is necessarily or invariably unlike the individual need, or that individual needs are always identical, but any system of education that gives, for a great variety of minds, precisely the same course of training, is sure to be, for a majority of those minds, a pitiful and conspicuous failure. The evil effects of educating in masses, or in classes, is sufficiently apparent to cause us to consider the question whether there is any possible remedy -whether there could be a substitution of individual for general training, or a combination of the two that would produce a better result. That student is losing ground as an individual who comes to be considered or to consider himself as simply a factor If the general teaching of a class. must be that which is applicable to the entire class, there should also be provision for instruction that could be adapted to the individual need, and as great effort as is made to adapt class work to the general need should be made in the special direction also. The day will come, though it may be long in coming, when every institution