

physical and mental powers of different pupils.

7. The number of hours that pupils of different ages should be confined in school rooms. Special attention should be paid to limiting the daily hours of study and of single lessons to periods suited to the various ages of pupils. Edwin Chadwick, whose long continued observations and enquiries entitle him to speak with authority, lays down the following rule: At the age of from 5 to 7 a child can attend to a single lesson on one subject about 15 minutes; from 7 to 10 years of age, about 20 minutes; from 10 to 12 years of age, about 25 minutes; from 12 to 18 years of age, 30 minutes. The total daily work should correspond with the limits of a single lesson, ranging from 8 hours to $2\frac{1}{2}$, the latter being the limit for young children under 6 years; from 7 to 10, 3 to 4 hours, 2 in forenoon and 1 in afternoon.* (a) Exercise and general physical training with the objects: (1) Of giving grace and ease of movement. (2) Enlarging the chest, allowing free and healthy respiration and freedom of heart action. (3) Strengthening the muscular system and correcting or preventing spinal curvature. (4) Encouraging digestion and natural assimilation of food.

*The Kindergarten system for children under 4 years, 3 hours daily, after which symptoms of over-excitement appear. West Point, where physical selection of pupils is made, 10 hours daily.

NOTE.—It was found in England that the half-time system yielded good results. This was adopted to correct the abuses of confinement and overwork in the case of factory children. These children who attend class 3 hours daily and worked in the factory 3 hours every day made as good progress in their studies as those who attended 6 hours every day.

NOTE.—In High Schools during period of rapid growth and sexual development, 6 hours study daily is sufficient—girls develop rapidly from 12 to 15—then at 15 important functional change takes place which requires consideration.

8. The construction of school buildings, location, and management of wells or other means of water supply.

9. Selection of school site, drainage, and sanitary condition of grounds and outbuildings.

10. Methods of testing water and air in school-rooms, and of estimating the number of cubic feet of air-space allotted to each pupil, the amount of pure air entering and foul air passing out of each school-room.

The proper notification as provided in Sec. 94 and sub-sections of the Public Health Act of the existence of contagious or infectious diseases among pupils or families within the school district. The registration in a school register, provided for the purpose, of all absentees from this cause, the nature of the disease, the number of days absent, with any other information worthy of recording. The Medical Health Officer and the local Board of Health must, in conformity with these clauses, be associated with the school authorities in guarding or inspecting the sanitary condition of the school. The Medical Health Officer in the discharge of his numerous duties must study, not only the physiology of the human system, but also the relations between man and the surrounding world of nature.

The study of biology, all growth, all life, diseased states of all life, the effects of parasitic organisms in causing disease, have all contributed to enlarge the sphere of medical science, and to open up the field of preventative medicine. It is to-day within the province of medical science, and its highest privilege, to contribute towards the alleviation of human misery by adopting measures for removing causes of disease. These causes may be immediate or remote, they may exhibit themselves in the spread of disease by contagion, the propagation of disease by impure water, contaminated air or some simi-