

17 per cent. of the children examined were found sickly or ailing; at the end of the second year 37 per cent.; and after the fourth year 40 per cent. Similar results were found to exist in Denmark. It appeared that as the mental strain augmented, the diminution of physical power also increased. This is especially so with the girls, 61 per cent. of whom were ill or showed signs of chronic ailments more or less serious, and 10 per cent. had curvature of the spine. The excessive length of the hours of study seemed to fully account for this state of things, the hours of study increasing from seven daily in the junior classes to eleven or twelve in the senior.

In France the same subject is occupying considerable attention. The primary schools are open for thirty hours during a week of five days, and in addition to this they have home lessons to prepare in the evenings. In 1881 a commission appointed by the Government recommended a reduction of hours according to the following scale of ages: viz.: three and a half hours daily for scholars from seven to nine years old, four and a half hours for those from nine to eleven years, five and a half hours for those from eleven to thirteen years.

As the rector of the French academy of Chambéry lately remarked in his report on this subject: "The real result of work is in inverse proportion

to its duration. The mind forms habits of dreaming which are often unhealthy. The idleness and thoughtlessness of many pupils have no other cause." If this be so with more advanced pupils, it must be much more so with unformed growing children. There can be no doubt that the children of the poor, especially in large towns, where their surroundings are so opposed to their due bodily development, are far less capable of sustained mental effort than those of the higher and more favoured classes; and yet too often more is exacted from them. In how many cases have inherited sickness and incapacity to be taken into account, as well as insufficient nourishment? When, therefore, we consider such facts as we have mentioned, and the general results of experience, the practical conclusion would seem to be this: The wise teacher will do his utmost to sustain the interest and attention of his scholars in school, and will see that they do work while they are at work; but when they are dismissed from his care he will not require any further study from them during the remainder of the day. They will then return in the morning refreshed and invigorated by recreation and sleep, and grow up possessors of that priceless blessing, "a sound mind in a sound body."—*The School Journal*.

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HIGHER education has long been growing more rational. Yet there is a wide-spread feeling of discontent with the present ideal of academic culture which sometimes degenerates into downright pessimism. It must be conceded that education costs too much time and too much money for the kind. The college curriculum should be still further

transformed in order to bring it into harmony with the requirements of modern life. Our average standard of attainment is very low, and the reason is plain—we have wasted our resources. But happily we are ceasing to be proud of the fact that we have "four hundred colleges and universities." With us, as in England, the conviction is deepening that