full of inconsistencies. But the dominant note of the book is the worthlessness or positive mischief of knowledge when "shovelled" (to use his own expression) into the mind. It is false according to Thring to say that knowledge is power; we should say that education is power. But, according to his view, the communication of knowledge plays no part at all, or rather, plays a mischievous part in the work of education. He would restore something like the Socratic dialectic, and open the youthful mind by a system of cross-examination on its familiar and established conceptions. He says, what is perfectly true, that Socrates would have no chance at all in an English competitive examination and yet Socrates has exercised the very profoundest influence on human thought. Of course, it is obvious to reply, neither would Moses, nor St. Paul; and yet it is safe to assert that the influence of either of these men has been much deeper and more far-reaching than that of Socrates. Of course the introduction of Socrates has reference to his peculiar mode of pursuing the search after truth, and we must not press too closely the writer's somewhat rhetorical illustrations. We can see plainly enough the main drift and tendency of the contrast which he is elaborating, as between a rigid system of self-examination, with a view of clearing up slovenly notions of things, on the one hand, and on the other, the accumulation of tangible information, apart from its effect on the powers of the mind.

(To be continued.)

SCHOOL HEALTH AND SCHOOL HOURS.

PROFESSOR AXEL KEY, of Stockholm, read a paper at an international scientific congress in Berlin, considering the results of a commission appointed to investigate the health of scholars in all the schools of Denmark and Sweden. Facts concerning physical development were wanted; 15,000 boys of the secondary Swedish schools, and 3,000 girls in private schools, all belonging to the wealthier classes, were measured and weighed. It was found that boys from seven to eight years of age grew rapidly; in those from nine to thirteen the growth was less marked; whereas between the ages of fourteen and sixteen, the time of puberty, they increased still faster in both height and weight. The periods of the girls' development correspond with those of the boys, but it was more rapid. The children of the well-to-do classes were physically a year in advance of those of the same age among the poor. Another point was that the growth of children varies at different seasons of the year, especially in winter and summer. From the end of November to the end of March they grow but little. From March to July or August their height increases, not their weight. During the rest of the year the converse is the case, and the increase in height is very slight, while the weight increases much. These facts have a bearing upon the time of the summer holidays. When they have been earlier than usual, the children have been found to increase in weight, which shows that, if possible, the first weeks of summer should be employed as a period of rest.

Another result has been to show that at the end of the first school year