

Education must be so balanced as to favor the one as well as the other. A young woman should look to be capable of the fulfillment of all the duties likely to devolve upon her in life. She ought to be, as the Scripture has it, a 'valiant woman,' and a capable helpmeet. Her frame ought to be well expanded, and she ought to have the development necessary to beauty of contour before marriage, and to other purpose after matrimony. Dr. Allen tells us that the American woman, where most schooled, is steadily losing in those important requisites of feminine grace and function. Fifteen years of drudgery in the schools are very apt to impair the girl's rights and her interests in these matters, as well as the rights and interests of her future companion. Every observant physician is aware of the wrong thus inflicted upon our young women, and through them upon society at large. . . .

'Meantime, how many hours should be employed by children in brain-work every day? Say sixteen hours—as by a German professor? Why, no; but rather sixteen hours a week. The writer has already suggested in these pages that children should never be required to sit in a school-room over *one* hour at a time; when they should be sent out in the air for a recess, and the room vacated should be at the same time thoroughly aired. This would be a great advantage to the physical organization—would it be any detriment to the mental? Far from it. Our people like categorical facts, as it were, tabulated. Then let them look at facts. Mr. Chadwick, a most scientific observer, found that young children could not keep up voluntary attention to study beyond two hours in the morning and one in the afternoon. 'By force, even, they cannot get more than one additional half hour of real attention, and that half hour proves in the end *a mental mischief, as well as a bodily injury.*' He found that *half-time* children learned as much habitually in the schools as *full-time* children; that is, that those who gave three hours to study learned fully as much as those who gave six hours—we will not say to study, but to school. The half-time children came from the factories. '*As they gain in bodily condition by the reduction of their physical labor, so do they in mental condition by the reduction of the time devoted to mental labor.*'—*The Sanitarian*, Ap., 77.

'Now if children can learn as much in three hours of daily study as in six, and if confinement in the average school-room is injurious to their physical condition, upon what reasonable ground can this forcing process be sustained, which does not improve the mental faculties, but certainly injures the physical powers? Would it not be better that boys and girls should be radiant with health at fourteen or fifteen years of age, though only well instructed in the elements of English education, than that they should have the semblance of varied learning with constitutions already impaired? When the brain is unduly taxed with difficult lessons, nerve force is more or less diverted from all other uses, and consequently all other parts of the animal organism must suffer. And this is what we see all around us—the body sacrificed to the mind, and the mind not better for the