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strictly adhered to. Bodily exercises were celebrated in song, and glorified in the annals of history. They were constantly practised in the gymnasia; and the heroes of public games enjoyed an almost idolizing adoration. Both in Greece and Rome physical education was regarded as the foundation of material and intellectual, public and private welfare; and the soundness of this view has been proved by striking results.

The student of history will observe, that whilst mankind has made enormous advances in civilisation in general, it has, in some respects, gone backwards. This is especially the case with regard to physical education. The educational principles of the ancients, so entirely in harmony with the constitution of man, have been gradually abandoned. It is true, that much has been done, especially in our own time, for education. But, with all the endeavours made to advance intellectual education, one thing seems to have been overlooked—that man has a body, which stands as much in need of development as the mind. While attention has been bestowed almost exclusively on the former, the latter has been left to natural instincts, and dependent upon the fortuitous course of bodily occupations. Thus, a kind of estrangement has sprung up between mind and body; the mind, regardless of its partner, has soared aloft into regions of ideal life, while "the temple of the spirit," like a neglected dwelling, has been allowed to fall into premature decay.

The first neglect of the body commences in the nursery. The tender heart of the mother rarely regards the future physical development of the infant. She cares more for its present wants and wishes, and but too readily assists and encourages sensual desires, through which the child is spoiled, often for life. Fashion, food, and clothing, all tend to promote enervation among the young. The sun must not discolour the sweet, pale little face. The flower is to grow up in the shade. The little girl must, at every step in the sun, be protected by a parasol. All sorts of articles of clothing, gloves, furs, &c., are to envelope the little boy during inclement weather. Thus the child is brought up, incapable of bearing heat or cold, wind and rain. Instead of inuring it, at an early age, to endurance in walking, it must be wheeled about in a

### On Physical Education: Its Neglect, Effects and Promotion. (1)

#### I. Neglect of Physical Education.

The destiny of man is not only to exercise his intellectual and moral faculties: he must also act, resist, struggle. Our modern civilisation, with all its contrivances of machines and instruments, that work and act for us, seems to have caused a great disregard and neglect of the instruments with which nature has endowed us. But, if some unforeseen event cast us out of the circle of our conveniences; if we have to struggle with physical agencies, as cold and heat, with fatigue, with the elements, with animals, or with our fellow men; then we lack that courage and confidence which, as Montesquieu says, is but the consciousness of man's strength, and we succumb helpless.

The ancients understood far better than we the harmonious development of body and mind. The maxim of their sages, *mens sana in corpore sano*, was among them

(1) A paper read by Professor D. Schable, F. C. P., before the Royal College of Preceptors, London.