

better muscle, purer and stronger blood, and more digestive power. Why should not a defective muscle be toned up by regular exercise as well as a defective faculty of the mind? That such regular physical training would result in a higher type of physical manhood, in a greater ability for intellectual pursuits, and in a higher average of public health we have the best evidences. Dr. Jaeger, whose recent investigations on the influence of exercise and clothing on health has created considerable stir in Germany and Switzerland, found that school children who went through a regular course of gymnastics had 40 per cent. less absences (through illness) charged against them than those who did not. In another gymnasium the difference was 18 per cent. in favour of those taking regular exercise. In a girls' school where gymnastic exercises were regularly given the absences were almost nil. Dr. Jaeger also found that soldiers in the third year of their service had a much higher specific weight than those in the first year. The mortality among third-year soldiers was 36 per cent. less than among the second-year men, and among the latter the mortality was 34 per cent. less than among the new recruits. Still more significant is the fact that the deaths of the older soldiers from typhoid and kindred diseases were relatively fewer than among recruits and the second year men. He ascribes these results to gymnastics and drill. Exercise, he says, by draining the body of its superfluous moisture hardens the flesh, and hard flesh is sounder than soft flesh.

2. The Public Schools can do much for the public health by prescribing and imparting thorough instruction on Hygiene and the kindred branches of Physiology and Chemistry upon which it is founded. Even an elementary knowledge of these subjects would fix the attention of the pupils on the subjects of health, and the need of care and discrimination in regard to labor and rest, eating and drinking, temperance, and the preservation of vital force, which would in itself be a great point gained. Such a course of gymnastic training and instruction as I have advocated would, of course, necessitate on the part of the teacher a knowledge of the subjects taught, but not a greater knowledge than every well-informed man should have of the nature and needs of the great and complicated machine we call the human body. The great objection to both the instruction and training I advocate—if, indeed, objection there can be—will, of course, be the crowded state of our school curriculum at present and the consequent lack of time. The Public School, says the objector, is for intellectual culture alone, and not for physical, and as it is more important to cultivate memory than muscle, and there is not time for both, gymnastics and hygiene must be abandoned. Grant, if you will, that the intellectual training is the more important, it does not follow that the physical is to be omitted; unless, indeed, it can be shown that the latter is incompatible with the former. The very reverse of this is the case. It may even be questioned if as much literary culture could not be given in five hours daily when an additional hour is given to systematic physical training, as in six hours daily spent exclusively at intellectual pursuits.

But even should it be shown that something now on the school programme would have to be omitted, we do not think this should prove an insuperable objection to the introduction of the instruction and training desired. The branches of the great tree of knowledge have so multiplied in this day of scientific research that an eclectic course of study is a necessity, and the demand of the age is for the practical as distinguished from the theoretical and ornamental. Now what could be more directly and universally practical than the great laws that govern us in our physical relationships and the rules that should govern us in every day life? If, then, a selection must be made, why not take the most intensely practical subjects? For of what use, so far as this life is concerned, is cultur-

ing so highly the mind if the body is too weak to bear the strain and pressure of life's battles? Of what use garnishing the jewels till their resplendent lustre dazzles all beholders, if both casket and jewels so soon are to be thrown into the pit? Why be so anxious to increase the size and value of the cargo, if the vessel is so poorly built that the storms will surely wreck her in mid-ocean? Now we are very much mistaken if this instruction and training for which we plead is not really more practical and important in every day life than some of the subjects usually found in the curriculum of the school. Let us take for example ancient history. Outside the professional walks in life, of what practical value is the amount of ancient history usually received at school? Leaving out of consideration the mixture of myth and mystery, of truth and fable, of error and exaggeration usually found on the historic page, can any one for a moment doubt that Hygiene and Physiology would be of more practical use to nine-tenths of our pupils than this branch of study? The very many questions which ancient history presents for our study and investigation may be interesting enough to the historian and pleasant enough as a pastime, but to us in this practical age are not of as pressing importance as more recent problems. Whether Thebes had 100 gates, whether Romulus did really found Rome, whether Alexander untied or cut the Gordian knot, whether the vision of Constantine was an illusion or a reality, may have been burning questions in the early ages, but after a lapse of a few thousand years they have lost something of their freshness and interest, and hardly arouse as much enthusiasm in St. Thomas as the burning question of the great sewer.

The great problem is how to live best in our day, and for the answer of this problem a man must have some knowledge of the wonderful mechanism of his own body. Now the study of ancient history—and we merely use this subject as an illustration—to the neglect of a knowledge of the human body, its laws and its needs, is about as wise as the study of astronomy would be to the engineer to the neglect of the science of engineering. Go to him and urge him to lay aside the science of engineering for the delightful study of the stars, and he replies, "Why, sirs, other sciences may be useful and pleasant, but to me engineering is an essential branch of knowledge. Of what use for me a knowledge of the constellations if I don't know my own work? What benefit to me if I could name every star if I run my engine off the track or explode it?" Hygiene and Physiology are as practically important to every man as engineering to the engineer. What is wanted in this sanitary reform is some system at once general and efficient for the indoctrination of the people in health matters, and this system, it appears to me, can only be carried out by the agency of the Public Schools. Instruction and training there given would reach the most important class to be reached, viz., the youth; would be at once general and efficient, and would come home to the minds and hearts of the public with the sanction of the powers that be, and an authority such as no private efforts, however well directed, could possess.

Lives of great men all remind us
We can make our lives sublime,
And departing, leave behind us
Foot-prints on the sands of time.

We can never be too careful
What seeds our hands may sow.
Love from love is sure to ripen,
Hate from hate is sure to grow.

Sixty seconds make a minute;
Use them well and you will win it.
Sixty minutes make an hour;
Use them well while in your power.