

organ, and usually this is accompanied by a contraction of the vessels in other parts of the body, so that the increase in the quantity of the blood in going to the brain is compensated by a diminution in the quantity going to other parts of the body. (Sir Lauder Brunton, "Disorders of Digestion, Assimilation," etc.)

It is indispensable for the proper development of body and brain that the child should not be kept too long at mental work; while at all times the brain should be supplied with blood in sufficient quantity, it is also essential that the blood should be of good quality. The need for exercise in the open air, that

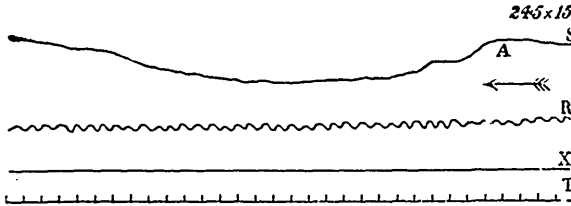


FIG. 3.—To show the contraction of the vessels produced during the process of multiplying 245 by 15. S. Volume of left arm. A marks the point at which the calculation was commenced, after this point the pressure falls. R. Respiratory movement of chest. X. Abscissa. T. Time line; every upright marks an interval of five seconds.

(From "Exercise and Overexercise." By the kind permission of Sir Lauder Brunton.)

the air of the schoolroom should not be vitiated by a neglect of proper ventilation, and that the child be supplied with a sufficiency of good wholesome food during periods of increased expenditure from mental work, is apparent.

As the brain requires a much greater supply of blood in proportion to its size than the body, it, no doubt, would suffer more in defect of development and loss of vigour than would the body during periods of depression, overwork, or under-feeding. In schoolchildren fatigue and exhaustion of the brain very soon shows itself in those who are poorly nourished, and overstrain often means underfeeding, or im-

proper feeding. In growing children the alimentary organs are very active, and the process of digestion takes place quickly, so that the time between meals need not be long. When children are attending school it is well to supply them with a simple luncheon, to be eaten at intermission. This food would increase the activity of the circulation of blood in the brain, and tend to keep the child contented and fresh, and delay the onset of mental fatigue. Schoolchildren should have a liberal diet, and an abundance of animal food, milk, meat, fish, eggs, and fats. Some animal food should be partaken of at two meals in the day.

Those who do much study know

that it is just as hard on their constitution, just as wearing, just as exhausting as is manual work; and they know their heads are cleared and brightened, as it were, and how refreshed they are, after taking nourishment. Most adults can remember when in their youth, and attending school, how hungry they always were; after coming home they made for the pantry

and ate any food in sight. School-boy hunger is natural, and should be gratified, the increased wear on the system must be met by increased nourishment.

Fatigue in schoolchildren often first shows itself in digestive troubles; whenever a child has loss of appetite, desire for unsuitable food, or other symptoms of stomach trouble, the amount of school work should be lessened, or the child should be kept home from school, put under medical care, and given time to recuperate.

The physiological interdependence of body and mind should always be remembered—it is quite impossible to develop, exercise, and invigorate