

the bodily organization, it is positively injurious. The over-taxed brain cannot be righted by boating and cricketing. The rules which apply to the fully-formed adult organization do not apply to the growing youth, and it could be clearly shown how much moral, as well as physical, harm arises from our failure to recognise the radical difference between the youthful and adult natures.

Education in Health, therefore—not simply theoretic instruction—is what we need to make our children stronger; and it requires such a reverence for health on the part of educators that there shall be a constant endeavour to make every part of instruction strengthen the physical as well as mental nature.

In seeking the best means of imparting sanitary instruction to youth we find that a certain preparation is necessary before anything like a full and direct hygienic education can be given. This preparation must be laid in childhood. A knowledge of the structure and functions of the human body is indispensable; yet young women generally shrink with repugnance from physiological instruction for which they have not been prepared. All reference to bodily functions is unpleasant to them. They have never learned to respect the laws of their organization, and they turn from the subject of physical structure as very repugnant, or a great bore. The tastes of children, however, are of a very different character; the intellect, as shown in untiring curiosity and incessant questioning, is pre-