

bined action, which nourish audacity, yet temper it with coolness and steadiness.

Unfortunately this system, by which the vigor and valor of a Spartan or a Roman has passed into a proverb, fell into disuse, and as it was neglected for more intellectual pursuits, so the grand empires founded by its vigor crumbled before the assaults of more athletic barbarians.

The influence of health upon the faculties of the mind is acknowledged by all, and yet how few in this country devote attention to those all important exercises which are necessary to the preservation of health, and without which intellectual power can not be applied to its highest use. The talents, the experience of our best educators of youth, are taxed to devise exercises to develop the mental faculties, forgetting that too close application to study is detrimental to the growth of the body.

But few thoughtful teachers will deny the extent to which this evil has reached, or be unwilling that the strain upon the intellectual powers of children, by absorbing studies, should be counteracted by cheerful and relaxing exercises by which the mind will be relieved and at the same time strengthened. The testimony of physicians, the valuable works on health by Dr. Warren, Miss C. E. Beecher, and many other able writers, furnish incontestable evidence of the necessity of systematic exercise for children. To accomplish this it is absolutely necessary to adopt it in our course of education, for in the majority of cases it can not, or will not, be attended to at their homes.

What then is the most simple, feasible and useful plan to adopt for physical exercises in our Colleges, Normal and Public Schools?

We unhesitatingly say, that the only successful, orderly, and systematic method is, to engraft them upon the course of studies during school hours, and to carry it out under strict military discipline; the exercises being such as are best suited to the age, strength and capabilities of the pupils, namely: calisthenics and walking for the girls and younger children, and military exercises for the elder boys.

Let not the kind hearted parent exclaim against his boy learning the military drill, for fear of his acquiring a taste for warfare; or the lover of peace imagine we would re-establish the stern laws of Lycurgus. We would have moderation in this respect as in mental studies, and while we would not, as some may imagine, displace the bust of Howard in our school rooms for a Napoleon, yet we would impress upon the minds of boys the image and example of Washington, and in cultivating their intellectual faculties likewise prepare them in mind and body to develop in manhood those virtues and powers which constitute a true and noble citizen;—a sincere love of country, of national probity and justice, beyond selfish considerations or personal aggrandizement. They should be brought up to a sense and knowledge that it will be their honorable duty and privilege to protect their native land, that she fosters and educates them in their youth, and that upon their manhood her nationality depends.

We can never become an aggressive military people; the fields for successful enterprise in art, science, commerce and agriculture, are too broad and inviting to render military pursuits very attractive, and unless we cultivate such exercises and discipline in youth, they will be, as they have been, neglected when engaged in the active pursuits of business. The clear, common sense of the American parent will acknowledge, not only the national necessity, but the moral advantages of this; for what fond mother is there but would prefer to see in her son a manly, patriotic spirit, rather than a timid, mercenary one, which, shunning danger, would sacrifice the honor and greatness of his country to the base love of gain and ease.

We have suggested that the exercises be conducted under strict military discipline, because it is impossible for a large body of children to be exercised in the usual school limits, unless the greatest decorum and order is observed; and if conducted under the supervision of a teacher, dangers and accidents will be avoided, which always occur when children are rash and thoughtless in attempting to accomplish too much. Thus conducted, they will prove an invaluable aid to the teacher in the enforcement of discipline in the school room, and teach that invaluable lesson which it seems so difficult for children to learn,—unhesitating obedience.

For the advantages of this system let us examine the practical testimony afforded in the European schools, where considerable attention has been paid to this important matter.

On the continent the advantages of physical training are appreciated to their fullest extent, especially in the Industrial Reform schools, where the admirable principle has been adopted of teaching "what they will have occasion to use when they become men," and thus render them useful members of society. To Dr. Barnard's

National Education in Europe, we are indebted for the following extracts and illustrations of this position.

In the Reform School of Rauhen Haus, near Hamburg, "they are taught to develop their bodily and mental powers in various practical ways; to use the fire engine, to swim, to save persons from drowning, and use remedies to recover them, to climb a mast and handle the sail of a ship. They act as a jury among themselves. Their chief reward is to be enrolled in the table of honor. In the great fire of Hamburg, their conduct was physically, as well as morally, heroic, and while bravely saving life and property, they steadily refused rewards." Parents who, perhaps justly owing to the numerous accidents in Gymnasiums, are timid of their children becoming injured by these exercises, should carefully read the system pursued in Felleberg's celebrated establishment at Hofwyl. "A great variety of exercises of the body and the senses are employed, so that every boy shall acquire a knowledge of his physical strength, and attain confidence with regard to those efforts of which he is capable, instead of that foolhardiness which endangers the existence of many who have not learned to estimate their own powers correctly." At Ruysselede, Belgium, the following plan was pursued: In summer, from 5½ to 6½ A. M., Exercises and Manœuvres; from 7½ to 8½ P. M., Gymnastics. In winter, several hours were devoted to these exercises, and the result found (as in this report,) was, that "rickets, scrofula, want of elasticity in the limbs, difficulty of walking, all rapidly disappeared under the drill, which confirmed the health and increased the strength and activity of the children, and accustomed them to discipline. It predisposed the pupils to sleep, and was an effective safeguard against shameful habits and secret vices. The battalion movements were performed with as much precision as that of the army, a platoon armed with condemned carbines, marched at the head. The bayonet exercises and skirmishing were as good as play to the boys." A remarkable instance of the moral effects of military discipline upon the lads of the *Colonie Agricole*, at Mettray, is related by M. Demetz, and was published in Barnard's Journal Vol. 1, p. 623. "During the revolution of 1848, a band of workmen came to Mettray, with flags flying and trumpets sounding, and meeting the youths returning, tired from field labor, their pickaxes on their shoulders, thus addressed them:—'My boys, do not be such fools as to work any longer. Bread is plentiful; it is ready for you without labor.' The *chef*, who was conducting the boys, and who behaved with the greatest calmness and tact, immediately cried, 'Halt! form in line.' The lads, being accustomed to march like soldiers, immediately formed. The *chef* then said to the men, 'My friends, you have learned to labor; you have a right to rest; but leave these lads; let them learn now, and when their turn comes they may rest as you do.' The men gave way, the youths marched home, and Mettray was saved,—saved, as I believe, by our habit of military discipline." It was the heroic exertions of these young *colons* during the inundation of 1856, which won for them the praises of all France. These instances might be multiplied, but are sufficient to show the moral and physical benefits of military exercises and discipline upon boys, even of the lowest class.

The governments of Europe being upheld by the bayonets of large standing armies, and requiring, as they do, in many of the kingdoms, the compulsory service of all young men, renders it unnecessary for the daily public schools to teach military exercises to that extent, which it is well for our Republican government to do. Yet in Europe they watch with the greatest assiduity and care the bodily powers of the children, knowing its great advantage not only in health, but the maintenance of order.

In Great Britain much interest has of late been evinced on this subject, and Mr. Edwin Chadwick becoming convinced that the studies and confinement in their schools were generally prolonged beyond the powers of the children, and in violation of the laws of health, devoted himself to collecting testimony respecting the advantages of the military drill upon the health of children. His investigations have elicited much valuable information, the more interesting to us as they mark its advantages to a nation which, like our own, depends for its defence mainly upon a volunteer force.

The following synopsis of his pamphlet we extract from the N. Y. Evening Post, November 1st:

Mr. Chadwick considers "In a sanitary point of view that a systematized drill is good, and for defective constitution requisite for the correction of congenital bodily defects and taints, with which the youth of a very large proportion of the population, especially among the poorer town populations, are affected: and that for these purposes the climbing of masts, and other operations of the naval drill, and swimming, are valuable additions to the gymnastic exercises of the military drill, and when properly taught are