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SCHOOLS AND SCHOOLHOUSES.

Education is not a science but an art, which depends less on its absolute value than on the judgment with which it is employed. "The human flower is that which most needs the sun." Children kept indoors are hot-house plants, and what has been said of the sun may be said of the air also, for without this no good physical education can be accomplished, for good air is as necessary as good food. Air, water, light, these three elements of health which Nature has so bountifully given us with liberal profusion, ought to be supplied to every child.

Froebel says the "Instructor is the highpriest of nature," which is only a paraphrase of what Hippocrates said many centuries before, "*Medicus naturæ minister et interpres.*" People in those days had a high opinion of the teacher, but in this utilitarian age of ours it has sadly retrograded; not that it is less honorable, but that character and attainments are put into the balance against the solid elements, which "may be grasped at," and so talent, assiduity and ability retire into the cold and depressing shades of poverty and neglect. *

The showy charlatan who tells ignorant parents that his child can be made a prodigy, and "puts on" all kinds of "extras" for the purpose of showing the care and attention bestowed on him, is usually what is called successful.

"Hygiene is sacrificed to ambition," and God only knows what kind of men these debilitated, nervous, used-up children promise for society, for whom everything has been done, *except to make them vigorous and healthy.*

Reform is urgent. It begins already to fill the horizon, and soon there must be a more equitable arrangement between the work of mind and muscle. Mons. Raoul sums up the ordinary hygienic conditions of schools thus:—