

hended as it never has been before, and all methods of culture are justly criticised which tend to one-sided development. The heaven of the new thought is, it is true, just beginning to work. Few radical changes are as yet noted, even in our most progressive institutions, but there is a growing conviction in the minds of the thoughtful that "it is the body fitly framed together which groweth unto an holy temple."

One of the foremost educational men of the day, Mr. Jas. L. Hughes, of Toronto, said last summer at the International Convention of Teachers held in his city: "The school of the future will develop the physical nature more perfectly than at present. It will do so to strengthen the bodies of the race, and make them more energetic in action and graceful in form; to make men more healthful and less liable to disease; to remove hereditary diseases and counteract hereditary tendencies: *to make the body more definitely responsive to the will; to develop the will itself by the exercise of its executive activity through the agency of the body; and to give intellectual and moral vigor.*"

And it is because exercise which is purely mechanical cannot accomplish these results that objections arise, first of all to apparatus, and second to stereotyped movements. Any form of physical practice which holds the body in certain restrained or rigid attitudes is to be condemned for psychical as well as physiological reasons; and hence it is that most forms of calisthenic drill may be criticised.

Even in our more progressive cities there is a wonderful indifference, or, let us say, lamentable ignorance, regarding the importance of physical education. A few minutes are, perhaps, allowed in each school session for the practice of certain movements, and these are taken in a lifeless, perfunctory manner, calculated to demoralize rather than to quicken, as all true physical education should the entire life of the child. Often the teachers employed to direct these movements have no regular connection with the school, and are more remarkable for athletic ability than for their general culture. Truly has it been said that "there is no other factor which is as prominent in the development of any profession as the kind of men who take upon themselves the functions of that profession;" and until the physical culture movement wins to its support the sympathy of all teachers, it will continue to abound in faults, and to fail of good results.

The most thorough study of man as he is revealed in psychology, anatomy, physiology, history and philosophy, should precede a profession of physical education. The relation between the psychical and the physical should be understood by every teacher, and the significance of physical expression in connection with the child's soul and mind-growth should be more generally studied than it is.

A child's whole moral nature may be dwarfed by the ignorance of some young teacher upon these subjects. The physical life may become so stunted that a morbid condition affecting the entire being will be the result.

The old-time cruelty which compelled children to sit for hours in