

ples here laid down, reference will be made more especially to girls, as both in the family and in the school they are less provided with the means for physical development than boys; while, considering the nature and objects of their organization, it is far more important for girls. Within a few years the education of girls has been pressed with great energy, especially in New England. In cities and large villages girls are sent annually to school from five years of age to sixteen or seventeen, with the exception of ten or twelve weeks' vacation each year. In small towns and rural districts the amount of schooling is less, perhaps from one-half to two-thirds as much as in cities. While great stress is laid upon the kind and number of studies, and the standard is raised in the meantime higher every year, scarcely any attention is given to the growth and development of the body. With rare exceptions there is no system of gymnastics or calisthenics provided in schools for girls, and, generally speaking, no regular or systematic exercise that is adapted to promote their highest physical development.

Once it was customary for the girls in our New England families to do a great deal of domestic labour: commencing quite early, they were trained up to it, year after year. Some part of this labour was hard, and its performance made a severe tax upon the muscles. In this way the constitution of girls became strong and vigorous, capable of much endurance. Besides, schools were formerly continued only about half the year, and then, in the intermediate time, girls found abundance of exercise in work. One of the most unfortunate events that ever befel any people was the change in feeling and opinion that came over our New England women in regarding domestic work as menial and degrading. Had this notion been confined to hired service—for that only which received re-

gular pay—this injury would not have been so great. But this notion or sentiment has gradually been taking possession of the minds of our New England women, especially girls, until domestic labour, wherever performed, is considered degrading—is not fashionable—and any other kind of work or business is preferred.

These views have not been confined to the cities, nor to families "well-to-do in the world," but have pervaded all classes everywhere, so that very few of our New England girls are trained up to thorough domestic work. Now, no exercise or employment can be found which is so well calculated to develop strong, vigorous, and healthy constitutions in girls as household work, commenced early, and trained up to the performance of the more laborious parts of it. At the present day it is only the lighter kinds of domestic work that girls are called upon to do, and not those harder portions that develop and strengthen the muscles, that harden and toughen the constitution. As girls are now sent to school after six or seven years of age, and kept there five or six hours a day, with lessons imposed which they are obliged to learn more or less at home, there is but little opportunity to attend to household duties. Education is considered by parent and teacher as paramount to everything else; the growth and development of the body, strong and vigorous muscles, a sound and healthy physical system, are practically regarded as of but little consequence.

What, now, are some of the results of this neglect of physical exercise and supreme devotion to mental pursuits? Let us inquire what are the teachings of physiology on this subject. A fundamental principle of this science is that growth and strength depend upon *exercise*; and, of course, those parts or organs which are most exercised will receive most nutrition. *Exercise* is a