

noble Christian home. These are subjects that men and women have a direct personal interest in. They may be taught in graduation with abundant illustration. The examination of economic museums, exercise in the inspection of houses and neighbourhoods, etc., should be added for advanced students. Every method should be used to impress facts on the memory and excite personal interest. To this end a system of rewards would be useful, whether of prizes or honours. There seems to be no reason why honorary degrees, scholarships, and fellowships should not be bestowed for proficiency in knowledge that relates to the health of mankind, as well as for distinction in classical and mathematical study.

3. The third subject of education in Health is the direct cultivation of the various bodily powers in strength, agility, and grace. This culture presupposes close attention to the weak points in the health of each individual student—those tendencies to disease which exist at present in every person. All will have remarked that the same morbid cause, applied to half a dozen people, will produce varying effects, according to individual peculiarities; thus, a current of cold air applied when the body is overheated may cause either catarrh, bronchitis, neuralgia, rheumatism, intestinal derangement, according to the individual susceptibility. Youthful vitality masks, but does not cure, weak tendencies, unless those tendencies are known, and the exuberant vitality be especially directed to their cure. This