

But the question is seldom met by its opponents as the "Ethics of Sex" meets it, on grounds of argument; the usual weapons are the somewhat over-worked sarcasms against strong-minded women, and insinuations more or less broad as to the possible consequences to morality. As to the latter, a morality cannot be very healthy which cannot face the light and air. And the result of co-education in the public schools proves the converse. So does the co-education which is the rule in the public schools of Scotland. As to "unsexed girls," an expression whose wit seems to consist in its being wholly without intelligible meaning, if it is meant as an objection to a certain proportion of women being withdrawn from the necessity of contemplating matrimony as a profession, or the rearing of children as their sole vocation or duty to society, we reply that so far from being an evil, such a result must be regarded as a gain, if we consider the modern doctrines of political economy as to increase of population, and the need of making some provision for the female half of that increase in relation to the increasing complexity of social relations. As to the "morality" objection, which, in the face of facts, will, we suppose, be made to do duty again and again, we hold that the education of the sexes cannot be perfect till it is thoroughly in common, and that colleges for women, and women's literary clubs, though a step in the right direction do not meet the need. Not only do young men require the refining influence of intimate and constant association with women of the noblest type under the most favourable condition for intellectual evolution, but it is only by meeting young men as intellectual equals that girls can learn how to value adequately what is worthiest in manly character, can unlearn the sickly sentimental ideal of the "society" novels. The need of co-education is patent to any man who considers the mental attitude on social, literary, or philosophical questions of the average lady of his acquaintance. Is it too much to say that on such matters there is at present a gulf between the sexes—that one sex, in breadth of views and culture, is some years, say half a century, behind the other? The "History of the Wives of Men of Letters" among us, as a rule, illustrates only too uniformly the unhappiness caused by intellectual incompatibility. Literary biography has too few such pleasant pictures as the intellectual support give to Macaulay by his sisters, to Goethe by his friend, to Shelley by his wife.

But co-education is not an æsthetic or philosophic grievance, it is a very practical issue, for it is the necessary prelude to the opening to woman's industry of every career to which her powers are adequate; to the obtaining what at least every man who has daughters or sisters should wish, what the great Napoleon describes as the principal result of modern Progress, "*La carrière ouverte aux talents*."

PHYSICAL TRAINING AND MORAL CULTURE IN SCHOOLS.

BY JOHN E. BRYANT, M.A.

A paper read before the Teachers of the County of Durham, and published by request of the Association.

Nothing, perhaps, has been more generally agreed to among educationists than that education to be complete should be threefold, that is, should embrace intellectual education, physical education, and moral education. But though so generally admitted is this opinion in theory, it seems to have but little influence in directing the course of practical education, or that education which is regulated by law, supported by taxes given by authorized teachers, and pursued by our students in our schools. Although upon the correct working of the organs of our bodies, their due performance

of their proper functions, more than upon anything else depends our happiness; though our capacities for enjoyment, our abilities for work, the vigor and activity of our brains, the quality and capacity of our minds, the very duration of our lives, depend upon the equal and moral development of the different parts of our physical constitutions, and their preservation in such adjustment as is necessary for the due discharge of their functions, in short upon our perfect health both until maturity is reached, and during the continuance of our lives, yet but very little, if any, of our regular education is devoted either to the practical exercises of the organs of our bodies, so that they may become best fitted to do their work, or to such a study of the human organism, and of the laws which govern it, as will enable us to live in any way conformable to these laws. The actual state of affairs is this, that not only is a study of the constitution of the human body in no way a part of the school curriculum, not only are the laws which relate to the working and preservation of the human frame untaught and their very existence ignored, not only are those general laws by which nature regulates the healthy growth and continued existence of all life entirely disregarded, not only is a study of the simplest laws of nature unthought of, and even the simplest and most evident, and for that reason the most important, facts of nature left unnoticed (with the exception perhaps of such physical geography as is found in our text-books), * but also our system of education does not stop here in its one-sidedness; for while we occupy ourselves, as we do, with one phase of education, that is, intellectual culture, we do so often in direct violation of those laws which pertain to our physical well-being; and our intellectual culture is gained at the expense of physical debilitation, bodily hurt, a partial development or altogether wrong development of the organs of our bodies, resulting in bodily weakness, organic incapacity or physical failure. Now this is a grave charge to bring against a system of education as much lauded as is ours, but there are two things that must be taken into account when the charge is made. First, that this opinion concerning the deficiency and one-sidedness of current education is not only shared but strenuously advanced by some of the wisest and best thinkers of the day, among whom it will be sufficient to name Mr. Herbert Spencer and Professor Huxley; and second, that while the charge is made, it is made with feelings of regret rather than as blaming any one, even our educational legislators and authorities, for this state of affairs. For it is not to be expected that any legislation will be useful which goes far in advance of public sentiment and desire, or that those who have the care of our educational system can be expected to demand or establish any large departure from regularly received and recognized methods and courses of instruction. Their principal duty is to see that such methods as the public desires to have pursued, and such courses as the public sentiment demands, are maintained with the utmost possible excellence. But still the fact remains, as a sad lack in our educational system—a lack which is having its result in a nation of people who are dying before their time, and who when living are incapacitated from doing the full measure of a man's or woman's work by reason of possessing frail constitutions and physical organisms which are a prey to every sort of disease, that physical education—by which I do not mean simply a course of gymnastics, no matter how scientifically devised, although this is

* I am, of course, aware, that in the authorized "course of study" for Public Schools, Hygiene is set down as a subject to be taught to the fourth, fifth, and sixth classes. But no text-book is prescribed, and the subject is to be taught by lectures. Partly on account of general indifference to the matter, partly on account of lack of knowledge on the part of the teacher, but principally on account of the demand of other subjects in order to meet the requirements of examinations and inspections, the regulation as to teaching Hygiene, in the vast majority of schools, is nothing more than a dead letter. A somewhat similar remark holds good with Chemistry, which is the single branch of natural science prescribed for Public Schools. Even this branch is optional. In High Schools of course chemistry is taught; in many instances quite thoroughly. But my remarks have a special reference to Public Schools.