

not, however, have you infer that I entirely ignore the influence which out-door sports exert on the health, mind, and character of girls. Far from it. I have chiefly referred to the sports of boys because with them I am most familiar, and would willingly leave to some of our female teachers the consideration of girls' sports, knowing full well that by them the subject would be much better

treated than by me. Let me, however, remark that many, if not all, of the advantages which flow from boys indulging in out-door sports under the active supervision of their teachers, will also accrue to girls. Their bodies will be strengthened, their minds invigorated, and a love for their teachers, their schools, and their school-work engendered.

GYMNASTICS OF THE BRAIN.*

BY J. A. GRANT, M.D., M.R.C.P. (LOND.), OTTAWA.

IN presenting this subject for the consideration of the Association, I feel satisfied that no more important topic could occupy the attention of medical science than that which closely concerns the welfare of society, and promotes, in the most comprehensive sense, the "*mens sana in corpore sano*." Mental hygiene and physical hygiene are inseparably connected, and a few observations at present may not be out of place in regard to the essential balance of mind and body, and the application of a few ordinary principles to the present system of education. The physical well-being of the pupils in our schools should be as carefully guarded as the acquirement of knowledge. Year after year our educational system is becoming more complicated, and even the so-called common school course is quite academic in character and more than an ordinary test of strength to the young brains, in their plastic state, budding forth to the supposed stage of practical usefulness. While acknowledging the rapid in-

crease in the required subjects of study, branch after branch being yearly added, we must not overlook the very tree of life, and the processes requiring such close attention to obviate the inroads of disease which soon saps vitality and ruins the prospects of the brightest specimens of intellect in the incipient stage of development. The mental and physical well-being of the pupils should advance equally, otherwise growth in either case will become, in a measure, one-sided. While approaching this subject I am fully aware that it is dangerous ground; still, as a matter of public duty, it may not be out of place to advert briefly to a few points respecting which it is important that all classes of the community should alike have full information. The point to which I first wish to direct attention is "the brain of youth." The problem, and one of the most difficult and trying of the age in which we live, is, how to build the best brains out of the materials placed at our disposal. Education or educated evolution certainly has much to do with the development of mental power. The building of a brain is

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