

of the London School Board, "that my plea for liberty to the teacher to teach what is best for the children to learn involves a radical change in the conception which many appear to have formed of the number of subjects named in the Government Code. I look upon them as finger-posts for direction, and not as compulsory invitations to tread in a labyrinth of intellectual paths. My conclusion is that no subject, the teaching of which can benefit the children who attend our elementary schools from four to twelve years of age, ought to be excluded from the possibility of being taught. On the other hand, no attempt can wisely be made to teach children who leave school about twelve years of age as if they could look forward to remaining under tuition until the age of fifteen or sixteen years. It is the attempt to do this which introduces confusion into elementary schools and delays the organization of secondary schools to so serious an extent."

### **Editorial Notes and Comments.**

Those who have had a chance of being present at a Calisthenic Exhibition in which young folks happened to take part, must have come away convinced, not only of the necessity of physical training, but of its feasibility in every school, from the Elementary Department to the High School Class. The palaver of the popularity-seeking educationist is to be met with in this, as in nearly every other effort to introduce something new in our schools; yet it can hardly be said that even after such palaver has secured its morsel of evanescent applause, there has been no permanent lesson taught. That there is a demand for systematic physical education cannot be questioned; and this not because it looks well, when boys and girls, in uniform dress, are put through their facings, but because the development of child-nature as a whole is affected by the drill itself. The importance of such training in its relationship to the moral and intellectual phases of the child's being can scarcely be over-estimated. Everyone knows that, other things being equal, the better physique wins the race in the ordinary walks of life at least; and though parents are often inclined to think that "the ordinary walk" is not to be the portion of their children, yet the future citizens of the world with but few exceptions are being brought up for "the ordinary walk" all the same, and have to be fortified physically as well as mentally to withstand the ordinary wear and tear of life. Indeed the problem of the honest educationist in this matter of physical training is a simple one, with the sympathy of the million in his favor, as it